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Havasupai Elementary School Work Plan

Updated September 2025

Background and Overview

In 2023, the Bureau of Indian Education (BIE) entered into a Settlement Agreement in the case of *Stephen C., et al. v. Bureau of Indian Education, et al.*, No. 3:17-cv-08004-SPL (D. Ariz.). This agreement addresses BIE's compliance with 13 specific regulations at Havasupai Elementary School (HES), as outlined in **25 C.F.R. Part 36**, which governs Minimum Academic Standards for the Basic Education of Indian Children and National Criteria for Dormitory Situations. The regulations covered include §§ 36.11, 36.20, 36.21, 36.22, 36.23, 36.30, 36.31, 36.40, 36.41, 36.42, 36.43, 36.50, and 36.51.

As required by **Section B** of the Settlement Agreement, the BIE established a **Compliance Specialist** position to oversee the implementation of corrective actions at HES (Section B-1). Within three months of assuming the role, the Compliance Specialist completed an initial compliance assessment, finalized on **February 12, 2024**, and is publicly available at:

 <https://www.bie.edu/landing-page/havasupai-elementary-school>

Following the assessment, and in accordance with **Section B-2-b**, a written work plan was developed to outline how HES would achieve compliance with the 13 regulations. The initial plan was completed by **March 13, 2024**, and has been updated every 90 days to reflect progress and adjustments. Updates have been published on:

- April 12, 2024
- July 11, 2024
- October 9, 2024
- January 7, 2025
- April 11, 2025
- July 10, 2025

Per **Section B-2-c**, the Compliance Specialist is also responsible for issuing an **annual report** on BIE's compliance status. The first report was drafted on **February 12, 2025**, and finalized by **March 13, 2025**. Based on the findings of that report, a revised work plan was issued within 30 days and continues to be updated quarterly.

Havasupai Elementary School 90-Day Work Plan

Since the June 2025 update, the Havasupai Elementary School (HES) team has continued to operate with a shared accountability and collaborative approach to achieving compliance with the 13 regulations. Weekly coordination meetings between the Compliance Specialist and the designated points of contact from the Education Resource Center (ERC) and Bureau Operated Schools (BOS) teams have ensured consistent progress monitoring. Action steps are broken into manageable tasks and tracked using a centralized spreadsheet, which supports transparency and accountability.

The full compliance team meets weekly to review progress, identify barriers, and adjust strategies as needed. Over the summer, significant work was completed to develop and refine policies and procedures aimed at bringing the school into compliance. A key focus has been on ensuring the sustainability of practices and creating contingency plans to maintain student services even when staffing shortages occur.

Several notable areas of progress in this report include:

- **Significant Staffing Progress:** As of September, HES has filled all teaching positions with certified educators across every grade level. Notably, several staff members hold dual certifications in specialized areas such as Special Education, Art, and Physical Education. The school also employed licensed counselors and educational aides, creating a well-rounded support system for students. This staffing foundation is expected to contribute meaningfully to improvements in academic performance, instructional quality, and overall school climate.
- **Library Revitalization:** A team traveled to Supai over the summer to inventory, catalog, and set up the school library for student use. This marks a major step forward in improving access to literacy and learning resources.
- **Genius Time Implementation:** HES has launched a daily “Genius Time” at the end of each school day. Students rotate through a variety of enrichment activities such as Physical Education, Art, Life Skills, Leadership, Library, and STEAM. Genius time is inquiry-based, student-directed learning scheduled daily on a rotation basis. It provides extracurricular activities to students wherein they can explore interests, develop skills, and foster a sense of belonging, which supports mental health and overall well-being.

- **High School Transition Support:** The school has established a tracking system and support structure for students transitioning to high school, helping ensure continuity in academic and social-emotional development.

Looking ahead, the team will focus on:

- **Teacher Recruitment and Retention:** Addressing staffing challenges remains a top priority, especially in light of the federal hiring freeze and the need for consistent instructional support.
- **Policy and Procedure Development:** Continued work is underway to formalize and implement school-wide policies that support compliance and operational effectiveness.
- **Cultural Inclusion:** Efforts are being made to create a more culturally inclusive school environment that reflects and respects the values and traditions of the Havasupai community.
- **Teacher Lesson Plans:** HES Administration has implemented the utilization of a lesson plan template to provide clear outlines for student instruction, highlight learning objectives, and support various learning styles to enhance classroom experience. These will be entered into the Bureau adopted Electronic Learning Management System (eLMS) known as Schoology. This process will allow for tracking and review of lesson plans, at the school and ERC level.

This updated work plan continues to outline specific action steps, responsible parties, and monitoring activities aligned with the compliance requirements. Progress updates and any necessary expenditure beyond the existing HES budget will be reported on an ongoing basis and posted to the BIE website every 90 days. The next update is scheduled for publication in **January 2025**.

For questions or additional information about this work plan, please contact:

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HES Compliance Timeline and Activities 2025-2026

TIMELINE	ACTIVITY	RESPONSIBILITY
March 12, 2025	Issue written work plan	Compliance Specialist, BIE
March 21, 2025	Copy of written work plan provided to Assistant Secretary-Indian Affairs, BIE Director, Facilitator, Plaintiffs, Havasupai Tribal Council	Compliance Specialist, BIE; Management Analyst, BIE; Solicitor, BIE; and Education Program Administrator, BIE
April 11, 2025	Post written work plan at Havasupai Elementary School Bureau of Indian Education (bie.edu)	Compliance Specialist, BIE, and Communications Director, BIE
June 10, 2025 September 8, 2025 December 5, 2025	Issue 90-day update written work plan	Compliance Specialist, BIE
June 19, 2025 September 17, 2025 December 16, 2025	Copy of 90-day update to written work plan provided to Assistant Secretary-Indian Affairs, BIE Director, Facilitator, Plaintiffs, and Havasupai Tribal Council	Compliance Specialist, BIE; Management Analyst, BIE; Solicitor, BIE; and Education Program Administrator, BIE
July 10, 2025 October 8, 2025 January 2, 2025	Post 90-day work plan at Havasupai Elementary School Bureau of Indian Education (bie.edu)	Compliance Specialist, BIE, and Communications Director, BIE
February 12, 2026	Issue the annual report on the status of BIE's compliance with 13 regulations at issue	Compliance Specialist, BIE
February 18, 2026	Copy of annual report provided to Assistant Secretary-Indian Affairs and BIE Director	Compliance Specialist, BIE and Management Analyst, BIE
February 24, 2026	Copy of annual report provided to Facilitator, Plaintiffs, and Tribal Council.	Compliance Specialist, BIE; Solicitor, BIE; and Education Program Administrator, BIE
March 13, 2026	Post the annual report at Havasupai Elementary School Bureau of Indian Education (bie.edu)	Compliance Specialist, BIE, and BIE Communications Director

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25 CFR §36.11 Standard II - Administrative Requirements

Legal Citation: 25 CFR §36.11(a)(5): *Staffing*. Each school shall, at a minimum, meet the following requirements:

(a)(5) Each school shall provide, in the absence of a regular teacher, a certified substitute teacher who meets the State substitute teacher qualifications. In the event that such a substitute is not available, coverage will be provided by a school employee designated by the school supervisor. A class cannot have as a teacher an employee without teaching credentials for more than 20 school days during any one school year.

Monitoring (Who, When, How):

- The Compliance Specialist will monitor tracking documentation for utilization and accuracy virtually and during site visits.

Success Criteria:

- HES will employ a certified substitute teacher on an intermittent basis and utilize a tracker for class coverage as evidence of compliance.

Funding / Expenditures Necessary:

- No additional funding or expenditures are required.

Progress:	<ol style="list-style-type: none">1. Arizona substitute teacher and BIE HR substitute requirements have been reviewed and compiled for recruitment efforts. An informational flyer with opportunities is prepared.2. A retention plan has been created in a developing document. Initiatives to improve staff retention include the ability for staff to be seen by Indian health services in Supai, a staff mentorship program, community events, and teacher appreciation care packages. The Public Health nurse met with staff to onboard them to the clinic processes; care packages have been delivered, the first community event planned; and mentor program mentors are being selected and paired with HES staff. This is a living document and will be updated to meet recruitment and retention needs.3. A Classroom coverage protocol has been created that outlines steps to ensure student safety and minimizes disruption to instruction and essential services when classroom coverage is required due to staff absence. It is in the approval process and will be added to the staff handbook once approved.4. Facilitators distributed BIE/HES hiring fliers for teaching positions to teacher education program directors at Institutes of Higher Educations (IHEs) in the West and facilitated bulletin board posting in Supai. Facilitators held office hours on July 11, 14, 15 in Supai. This advances relationship building to help inform community members about employment opportunities at the school.5. The school principal tracked class coverage on a spreadsheet during SY 2024-2025. The spreadsheet is being modified to make it user-friendly and accurately reflect the required information for this regulation. Timeline is adjusted to give time for revising.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation due to the following reasons: The school counselor was assigned to teach the 3rd- 4th grade classroom from September 3rd through December 20th. She does not possess teaching credentials, and this assignment exceeded the 20-day limit stipulated in the regulation.
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	Additionally, a school paraprofessional without teaching credentials is assigned to the kindergarten class from September 13th until the position is filled. This assignment also exceeds the 20-day requirement outlined in the regulation.
BIE Staff Responsible	ADD-BOS Education Specialist (Special Education) and ADD-BOS Management Analyst
Resources	<p>Addressing Working Conditions to Improve Teacher Retention</p> <ul style="list-style-type: none"> Description: This resource explores research on how addressing working conditions can improve teacher retention, providing insights and strategies for schools. Link: Addressing Working Conditions to Improve Teacher Retention <p>Arizona Substitute Teacher Qualifications</p> <ul style="list-style-type: none"> Description: This link provides information on the qualifications and process for obtaining a substitute teacher certificate in Arizona, which may be of interest to local community members. Link: Arizona Substitute Teacher Qualifications <p>Northern Arizona University (NAU) Teacher Education</p> <ul style="list-style-type: none"> Description: NAU offers programs for paraprofessionals to transition into teaching, with flexible options including online courses and evening classes to accommodate working individuals. Website: NAU Teacher Education

Action Steps	Timeline
1. Review the state substitute requirements and BIE HR substitute requirements and create an informational flyer.	Completed July 2025
2. Create a recruitment and retention plan that includes recruiting certified substitute teachers in Supai and other local communities.	Completed July 2025 and ongoing
3. Establish a substitute teacher protocol to be included in the teacher handbook.	October 2025
4. Collaborate with the facilitators to promote employment opportunities through community outreach events, flyers, word of mouth, and personalized recruitment efforts.	Ongoing SY 2025-2026
5. Evaluate the school substitute and class coverage tracker to ensure it accurately reflects the requirements of this regulation.	October 2025

Legal Citation: 25 CFR §36.11(c)

(c) Immunization. School children shall be immunized in accordance with the regulations and requirements of the state in which they attend school or standards of the Indian Health Service.

Monitoring (Who, When, How):

- The Compliance Specialist will verify student immunizations in NASIS and/or review the school's Indian Student Equalization Program (ISEP) monitoring report to ensure compliance with immunization requirements for all students.

Success Criteria:

- HES will maintain updated student immunization records that comply with the regulations and requirements set by the state or Indian Health Service (IHS) for every student. Additionally, documentation of parent/guardian contact for students missing immunizations will be maintained through NASIS, student records, and parent contact logs.

Funding / Expenditures Necessary:

- No additional funding or expenditures are required.

Progress:	<ol style="list-style-type: none">1. The ADD-BOS Student Behavioral Health Program Specialist has drafted an updated Memorandum of Understanding (MOU) to formalize the partnership between the Supai IHS clinic and the school. Immunization review is part of the updated agreement. The draft has been sent to the clinic administrator for review. After any necessary changes are made, the agreement will be sent for approval by the BIE Solicitors Office before starting the process of obtaining final signatures from IHS and BIE leadership. Finalization is contingent on reviews and signatures. The timeline for this will be adjusted and estimated.2. The school currently has an informal agreement with the IHS clinic for the IHS Public Health Nurse to assist the school with immunization compliance. The principal is continuing to meet with the public health nurse to review new student immunizations. Supai IHS has provided the school with a release of information form to be included in the enrollment packet that allows Indian Health Services to provide a copy of immunizations directly to the school.
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Annual Report Finding	<p>Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons:</p> <p>While HES collects and uploads a copy of each student's immunization record to the Native American Student Information System (NASIS) during student registration, there is no established system to monitor whether these immunizations meet the requirements outlined by the state or the Indian Health Service (IHS).</p> <p>During the 2024 Fall ISEP review, although all but a few students had documented immunizations, the school is still actively working to obtain the required immunization records for these students. The absence of a monitoring system compromises HES's ability to ensure comprehensive compliance with the immunization requirements.</p>
BIE Staff Responsible	ADD-BOS Education Specialist (Special Education), ADD-BOS Student Behavior Health Program Specialist, and ADD-BOS Management Analyst
Resources	<p>Arizona's School Immunization Guidance</p> <ul style="list-style-type: none">• Description: Staff may benefit from professional learning about Arizona's school immunization guidance, which outlines requirements and recommendations for student immunizations.• Link: Arizona School Immunization Guide

	State Immunization Checklist <ul style="list-style-type: none"> • Description: Utilize the state checklist to review immunizations and ensure compliance with Arizona’s immunization requirements for schools. • Link: Arizona Immunization Checklist (Note: The checklist may be included within the guide linked above.)
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Action Steps	Timeline
1. Update the existing Memorandum of Understanding (MOU) with Indian Health Services (IHS) to include the public health nurse for monitoring immunizations.	Draft Completed August 2025 December 2025
2. Collaborate with IHS to review immunization records and ensure all students are immunized according to state or IHS standards.	Completed March 2025
3. Create and implement templates for notifying parents about missing immunizations.	Completed March 2025
4. Upload the parent notification template to the school’s SharePoint site.	Completed March 2025

25 CFR §36.20 Standard V - Minimum Academic Programs/ School Calendar

Legal Citation: 25 CFR §36.20(b): The educational program shall include multi-culture and multi-ethnic dimensions designed to enable students to function effectively in a pluralistic society.

Monitoring (Who, When, How):

- The Compliance Specialist will review lesson plans during site visits.
- The Compliance Specialist will assess evidence of multicultural dimensions through classroom walkthroughs.
- The Compliance Specialist will monitor documentation related to training and Professional Learning Communities (PLCs).

Success Criteria:

- HES will demonstrate evidence of multicultural dimensions through lesson plans, classroom observations, and relevant policies.

Funding / Expenditures Necessary:

- Potential funding may be required for staff training on multicultural dimensions.

<p>Progress:</p>	<ol style="list-style-type: none"> 1. A lesson plan template has been created, and the ADD-BOS Curriculum and Instruction Specialist trained the staff on its use on August 19th; Teachers started using the template the week of September 2nd. 2. According to the professional Development plan, PLCs are scheduled for Wednesdays from 3:00pm-3:45pm. The focus of these meetings is to analyze student data (academic, behavioral, social, emotional), plan lessons, and share instructional strategies. 3. The principal plans to do one walk through a day to give teachers feedback and monitor activities. Each teacher will receive one formal observation per semester. informal walkthroughs started in August. Use of COGNIA eleot 2.0 tool will begin in September. Walkthroughs will focus on 1 specific learning environment domain per month. Currently Lesson Plans are uploaded to the school's SharePoint site weekly. Lesson plans will transition to Schoology once all teachers have access. 4. School Policies and practices were evaluated through the comprehensive needs assessment. The school examined data, completed a root cause analysis and set goals based on this assessment. 5. The facilitators are working with the HES Principal and BIE Compliance Specialist to orient school staff to the Supai community and introduce them to a group of Supai community members on September 12 at 1 p.m. This session, called Community Connections, provides a foundation for compliance with the following regulations: <ul style="list-style-type: none"> • §36.20(b)(2) - Native culture in all curriculum areas • §36.42(b)(2) - The counseling program shall provide the following: The counselors shall be familiar with the unique tribal, social, and economic characteristics of students • §36.42(b)(3)(ii) - The counseling program shall contain the following: Counseling techniques and documentation procedures to provide for the career, academic, social, and personal needs of the students which are based on the cultural beliefs and values of the students being served
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Annual Report Finding

Havasupai Elementary School was currently rated as non-compliant with this regulation for the following reasons:

	Lack of Multi-Cultural and Multi-Ethnic Integration in the Curriculum: HES is rated as non-compliant due to the absence of clear expectations or plans for incorporating multi-cultural and multi-ethnic dimensions into the educational program. Although some elements may be included in the selected curriculum, there are insufficient lesson plans to adequately demonstrate the effective implementation of these components.
BIE Staff Responsible	Albuquerque ERC Education Specialist (School Improvement)
Resources	<p>Culturally Responsive Instruction for Native American Students A professional learning series that provides a framework for experiential, active, and student-centered learning tailored for American Indian students. It assists all teachers in understanding and approaching Native subject matter.</p> <ul style="list-style-type: none"> • Access the Resource: Culturally Responsive Instruction for Native American Students <p>National Museum of the American Indian (NMAI) The NMAI provides educational resources, lesson plans, and materials focused on Native American history and culture. Their resources can help schools incorporate indigenous perspectives into their curriculum.</p> <ul style="list-style-type: none"> • Website: NMAI Education <p>Zinn Education Project This project offers teaching materials and resources that focus on a more inclusive and accurate portrayal of U.S. history, emphasizing the perspectives of marginalized groups.</p> <ul style="list-style-type: none"> • Website: Zinn Education Project <p>PBS Learning Media PBS Learning Media offers a wide range of multimedia resources, including videos, lesson plans, and interactive activities that focus on diverse cultures and perspectives.</p> <ul style="list-style-type: none"> • Website: PBS LearningMedia <p>Naca Inspired Schools network A downloadable K-12 curriculum centered around Native Literature and values. Additional curricula for other content areas are available as well. National Indian School Board Association. (n.d.). <i>NISN resource hub: Downloads</i>. National Indian School Board Association. https://nisnresourcehub.org/nl-downloads/</p>

Action Steps and Timeline on the next page.

Action Steps	Timeline
1. Establish a lesson plan template that includes requirements for multicultural and multi-ethnic dimensions.	Completed April 2025
2. Create opportunities for Professional Learning Communities (PLCs) to support teachers' professional development.	Ongoing SY 2025-2026
3. Develop a system for monitoring through classroom observations and walkthroughs. Lesson plans will be monitored through the BIE eLMS Schoology system.	Ongoing SY 2025-2026
4. Examine school policies and practices to ensure an empowering school culture and social structure.	Through the Comprehensive Needs Assessment Process 2025
5. During teacher orientation in September, facilitators will provide professional development aimed at equipping teachers with the necessary tools and strategies for this regulation. They will also offer ongoing consultancy for additional support.	September 2025 and ongoing

Legal Citation: 25 CFR §36.20(b)(1): The school's language arts program shall assess the English and native language abilities of its students and provide instruction that teaches and/or maintains both the English and the primary native language of the school population. Programs shall meet local tribal approval.

Monitoring (who, when, how):

- The Compliance Specialist will review curriculum and assessment documents upon their development by HES.
- The Compliance Specialist will verify documentation of tribal approval.
- Regular classroom observations will be conducted to ensure the effective implementation of the language arts program.

Success Criteria:

HES will have a comprehensive language arts program that effectively assesses both English and Native Language abilities. The program will teach and maintain proficiency in English and the Native Language, with Havasupai Tribal approval as evidenced through assessment, curriculum map, tribe-approved program, and lesson plans.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	<ol style="list-style-type: none"> 1. The lesson plan for Native Language and culture instruction is being developed. This plan will include the lesson topic, activities and assessment. The teacher is using a tribally approved curriculum, a grade book and is tracking attendance. The timeline is adjusted to give time for development of a lesson planning tool. 2. On July 14, 2025, a facilitator offered a workshop at the Elders Center about instructional approaches for Native culture and language learning. This was to support learning and encouragement for individuals interested in culture and language teaching. A facilitator is prepared and willing to provide technical assistance to the Culture and Language teacher, focused on assessment and instructional approaches.
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Annual Report Finding	<p>Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons:</p> <p>While the school effectively assesses and provides instruction in English through various means, such as classroom instruction, i-Ready, and BIE assessments (including Pearson-Interim assessments), there is currently no data tracking system in place to monitor the assessments conducted within the Language and Culture program.</p> <p>Although this program received approval from the Tribal Council on January 29, 2025, there is a lack of documented assessments or evidence of student growth in the native language instruction.</p>
BIE Staff Responsible	Albuquerque ERC Education Specialist (School Improvement)
Resources	<p>American Indian Indigenous Teacher Education Conference</p> <p>Northern Arizona University’s College of Education hosted the 15th American Indian/Indigenous Teacher Education Conference (AIITEC) on June 19-21, 2025. The conference for summer 2026 does not have an identified date as of now. The sessions offer knowledge, practices, networking, and practical teaching solutions. Participants will learn strategies they can use immediately across all grade levels and subjects.</p> <ul style="list-style-type: none"> • Website: American Indian Indigenous Teacher Education Conference

	<p>The Indigenous Language Institute This organization focuses on the revitalization and maintenance of indigenous languages. They provide resources, training, and support for schools looking to incorporate native languages into their curriculum.</p> <ul style="list-style-type: none"> • Website: Indigenous Language Institute <p>The American Indian Language Development Institute (AILDI) AILDI offers professional development for educators working with Native American students. They focus on language preservation and culturally relevant teaching practices.</p> <ul style="list-style-type: none"> • Website: AILDI
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Action Steps	Timeline
1. Create a user-friendly lesson plan template for the culture and language program that documents the assessments given.	October 2025
2. Offer technical assistance to the Culture and Language teacher, focusing on assessment and instructional approaches, in collaboration with the facilitator. Assistance is dependent upon the teacher’s availability for consultation.	Ongoing SY 2025-2026

Legal Citation: 25 CFR §36.20(b)(2): The school program shall include aspects of the native culture in *all* curriculum areas. Content shall meet local tribal approval.

Monitoring (who, when, how):

- The Compliance Specialist will review professional development training documentation for culturally relevant instruction, including agendas, sign-in sheets, and presentation materials.
- The Compliance Specialist will assess documentation of orders and resources available on campus that support the inclusion of native culture across all curriculum areas.
- The Compliance Specialist will review lesson plans and conduct classroom walkthroughs to verify the integration of Native American culture in all curriculum areas.
- Feedback will be collected from teachers regarding the effectiveness of the resources and training provided.

Success Criteria:

- HES will implement an instructional program that effectively incorporates Native American culture across all curriculum areas, as evidenced by developed content that reflects native cultural aspects, lesson plans that demonstrate the integration of Native American culture, and observations from classroom walkthroughs confirming the presence of cultural elements in teaching.

Funding /Expenditures necessary:

A potential funding expense may be for Literature and resources on Native American culture and culturally relevant instruction training.

Progress:	<ol style="list-style-type: none"> 1. The facilitators have engaged with Elders and community members who are interested in working with students in an employed or voluntary capacity. Facilitators are working to help candidates complete the required background paperwork. The facilitators have facilitated workshops in Supai (makeup artistry, language and culture teaching, dice making for traditional games). They are building relationships with community members and learning about Havasupai cultural resources. 2. Resources for Native American literature and lessons have been provided to support curriculum development. The library inventory is now complete, and books can be checked out. A librarian was contracted as a consultant to select Native American literature. It is in the process of being ordered for the library collection. 3. The ADD BOS Curriculum and Instruction Education Specialist trained the new staff on the Lesson plan template on August 19, 2025. Teachers began using the template during the week of September 2nd. 4. A framework has not been created. This will be created to align with the school's philosophy once the philosophy has been completed. Timeline has been adjusted to align the creation of a school philosophy. Professional development in culturally inclusive instruction is in the professional development plan and the school has purchased an art curriculum with Native American culturally inclusive lessons. 5. This is contingent on the creation of a framework or content. 6. The Community Connections session on September 12 is an opportunity for school staff to meet Supai community members to build understanding and relationships supporting cultural integration into learning at school.
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Annual Report Finding

Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons:

	<p>Insufficient Integration of Native Culture Across Curriculum Areas: HES is rated as non-compliant due to the lack of established expectations, plans, or identified resources to effectively integrate native culture across all curriculum areas. Although native culture is offered on a rotational basis for 45 minutes each day from Monday to Thursday, this instruction does not effectively connect or collaborate with classroom instruction in other subjects. While some teachers may incorporate aspects of Havasupai or Native culture into their lessons, these efforts are inconsistent and not formally expected or documented in lesson plans.</p>
BIE Staff Responsible	Albuquerque ERC Education Specialist (School Improvement)
Resources	<p>Native Knowledge 360</p> <ul style="list-style-type: none"> • Description: This site offers live and interactive webinars that introduce educators to NK360° and its extensive resources. The webinars are designed to support education professionals in learning approaches to incorporate more complete narratives about Native American histories, cultures, and contemporary lives into their teaching. • Link: Native Knowledge 360 Upcoming Webinars <p>Blog: Supporting Native American Students Through Culturally Relevant Education</p> <ul style="list-style-type: none"> • Description: This blog post discusses strategies for supporting Native American students through culturally relevant education practices. • Link: Supporting Native American Students Blog <p>Naca Inspired Schools Network</p> <ul style="list-style-type: none"> • Description: This resource provides curricula for all grade levels from the Native Literature and History Design Program, offering materials that integrate Native perspectives into education. • Link: Naca Inspired Schools Network Curricula

Action Steps	Timeline
1. Collaborate with the facilitator and school board to integrate Havasupai cultural resources from the tribe and community.	Ongoing SY 2025-2026
2. Order literature and resources or utilize existing resources related to Native American culture, contingent on library inventory.	Completed August 2025
3. Develop a lesson plan template to document the implementation of the curriculum and the integration of regulatory requirements, including Native American culture.	Completed April 2025
4. Create a framework for incorporating culture into all subject areas, to be submitted for tribal approval. Contingent on school philosophy.	December 2025
5. Submit all developed content to the tribe for approval.	January 2025
6. Organize a teacher orientation featuring a panel of community members to introduce staff to the community and its culture.	September 2025

Legal Citation: 25 CFR §36.20(b)(3): The school program shall assess the learning styles of its students and provide instruction based upon that assessment. The method for assessing learning styles shall be determined at the local level.

Monitoring (who, when, how):

- The Compliance Specialist will review lesson plans for evidence of instruction tailored to learning style assessments.
- The Compliance Specialist will analyze assessment data from each class to ensure that learning style assessments were administered effectively.
- Regular classroom observations will be conducted to verify that instructional strategies align with identified learning styles.

Success Criteria:

- HES will gather and utilize data on student learning styles to inform instructional activities, as evidenced by lesson plans that reflect adaptations based on learning style assessments, classroom walkthroughs demonstrating differentiated instruction, organized data binders/files containing assessment results, and instructional adjustments.

Funding /Expenditures necessary:

A potential funding expense may be for the purchase of an electronic learning style assessment.

Progress:	<ol style="list-style-type: none"> 1. The ADD-BOS Curriculum and Instruction Specialist has researched and compiled various learning style assessments suitable for different grade levels. These are on the school SharePoint site. 2. Teachers will be administering learning style assessments starting on September 29, 2025, following the scheduled training on September 26, 2025. All data will be kept in a data binder to use when planning instruction. 3. Training on Learning style assessment and implementation of instruction based on learning styles will be provided on September 26, 2025. Learning style resources have been added to a compliance resource Padlet. This Padlet has been added to the school SharePoint site. 4. According to the Professional Development plan, PLCs are scheduled for Wednesdays from 3:00pm-3:45pm. The focus of these meetings is to analyze student data (academic, behavioral, social, emotional), plan lessons, and share instructional strategies. 5. The ADD BOS Curriculum and Instruction Education Specialist trained the new staff on the Lesson plan template on August 19, 2025. The lesson plan template does include documentation of learning styles addressed in the lesson.
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Annual Report Finding	<p>Havasupai Elementary School was rated as non-compliant with this regulation due to the following reasons:</p> <p>Absence of Learning Style Assessment System: HES has not yet implemented a system to assess the learning styles of its students, which is necessary to provide instruction based on those assessments.</p> <p>Training Conducted but Insufficient: While HES conducted training on January 10, 2024, focusing on Learning Styles and introduced the VARK learning styles assessment, challenges remain regarding the suitability of assessments for all grade levels.</p> <p>Inappropriateness of Current Assessment Tools: The VARK assessment is suggested for children aged 12 and older, raising concerns about its appropriateness for younger</p>
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	students, thereby necessitating a search for alternative assessments that are universally applicable across different age groups.
BIE Staff Responsible	Albuquerque ERC Education Specialist (School Improvement)
Resources	<p>Learning Styles Inventory</p> <ul style="list-style-type: none"> Description: A variety of learning styles inventories are available to help educators assess the learning preferences of their students. These tools can guide instructional strategies. Link: VARK Learning Styles Inventory <p>Multiple Intelligences Theory</p> <ul style="list-style-type: none"> Website: Howard Gardner's Multiple Intelligences Description: Provides an overview of Howard Gardner's theory of multiple intelligences, which can help educators understand different learning styles and tailor their instruction accordingly. <p>Learning Styles and Strategies</p> <ul style="list-style-type: none"> Website: Education Corner Description: Offers resources and articles on various learning styles and strategies for adapting teaching methods to meet diverse student needs. <p>Universal Design for Learning (UDL)</p> <ul style="list-style-type: none"> Website: CAST UDL Description: Offers a framework for designing educational environments that accommodate individual learning differences, promoting flexible approaches to teaching.

Action Steps	Timeline
1. Research and select a learning style assessment for each grade band.	Completed April 2025
2. Teachers will administer assessments and compile data on student learning styles.	September 2025
3. Acquire resources and training for teachers by content area and grade level for different learning styles and add them to a SharePoint folder for teachers to utilize while planning instruction.	Completed August 2025
4. Provide PLC time for teachers to receive support in planning lessons that address student learning style needs.	Ongoing SY 2025-2026
5. Develop a lesson plan template that includes documentation of learning style activities utilized.	Completed April 2025

Legal Citation: 25 CFR §36.20(c): All intraschool programs (e.g., library, instructional labs, physical education, music, etc.) which are directly related to or affect student instruction shall provide services from the beginning of the school term through the final class period at the close of the school term.

Monitoring (who, when, how):

- The Compliance Specialist will review the school’s master schedule and relevant documentation to ensure that all contracts for services are in place before the start of the school year, in accordance with the developed timeline.

Success Criteria:

HES will establish and follow a process to ensure that all contracts for services are finalized before the start of the school year, as evidenced by a procurement list, executed contracts, and a comprehensive master schedule.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	<ol style="list-style-type: none"> 1. The HES master schedule for the 2025-2026 School Year includes intraschool programs such as Life Skills, Leadership, PE, Art, and STEAM. A library will be added once staff are trained in library systems. 2. Genius time has been added to the mater schedule. All teachers are teaching intraschool programs during this time. Training is scheduled for the staff on library policies and procedures on September 19, 2025. 3. Facilitators distributed BIE/HES hiring fliers to teacher education program directors at institutions of higher education in the West Facilitators are building a matrix of teacher education programs and their leadership for outreach and relationship building purposes A facilitator met with the director teacher education program at Northern Arizona University to discuss recruitment of Native teachers
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Annual Report Finding	<p>Havasupai Elementary School was rated as non-compliant with this regulation due to the inability to provide all intraschool programs consistently from the beginning of the school year through to the end. While the school started with offerings in Physical Education (PE), Library, and Native Language and Culture, several issues affected the continuity of these programs: Library services were discontinued earlier in the year following the resignation of the contractor. PE was available from the beginning of the school year until December 2024; however, the contracted PE teacher resigned at the end of December 2024. There have been ongoing staffing shortages and no available housing for the required staff to support all intraschool programs. Despite these challenges, HES has consistently provided Native Language and Culture classes to all students.</p>
BIE Staff Responsible	Albuquerque ERC Education Specialist (School Improvement)
Resources	<p>Three Steps to a Strategic Schedule: Creating Effective School Schedules</p> <ul style="list-style-type: none"> • Description: ERS proposes a three-step process for school scheduling that maximizes available resources (people, time, and money) while meeting the needs of students and teachers. • Link: Three Steps to a Strategic Schedule

	Best Practices for Intraschool Programs <ul style="list-style-type: none"> • Website: Edutopia • Description: Provides articles and resources on best practices for various intraschool programs, emphasizing the importance of continuous service delivery.
	Instructional Labs and Technology Integration <ul style="list-style-type: none"> • Website: International Society for Technology in Education (ISTE) • Description: Provides resources for integrating technology into instructional labs, ensuring that these services are available continuously to support student learning.
	American Indian Higher Education Consortium (AIHEC) <ul style="list-style-type: none"> • Description: AIHEC represents the nation's 37 tribal colleges and universities (TCUs) and provides resources for collaboration and partnership opportunities with educational institutions. • Website: AIHEC
	National Indian Education Association (NIEA) <ul style="list-style-type: none"> • Description: NIEA advocates for quality education for Native students and can help connect schools with resources and partnerships to enhance educational programs. • Website: NIEA

Action Steps		Timeline1.
1.	Create a master schedule that includes all intraschool programs from the beginning of the school term through the close of the school term.	Completed August 2025
2.	Provide curriculum, resources, training, and materials for all intraschool programs to all instructional staff to ensure continuity of programs and services in the absence of a teacher.	Ongoing SY 2025-2026
3.	Collaborate with the Facilitators to research resources and establish partnerships with institutes of higher education and Native-serving organizations.	Ongoing SY 2025-2026

25 CFR §36.21 Standard VI - Kindergarten Instructional Program

Legal Citation: 25 CFR §36.21(a) - The curriculum for kindergarten shall provide children with experiences which emphasize language development, native language where necessary as determined by 25 CFR 39.11(g), and performance of the requirements in paragraph (b) of this section. Such programs shall assist children in developing positive feelings toward themselves and others.

(b)A kindergarten instructional program shall include but not be limited to:

- (1) Language (observing, listening, speaking).
- (2) Exploration of the environment (number, space and time relationships, natural science).
- (3) Psychomotor and socialization development.
- (4) Development of imaginative and creative tendencies.
- (5) Health education inclusive of the requirements contained in the Act of May 20, 1886, 24 Stat. 69.

Monitoring (who, when, how):

- The Compliance Specialist will review lesson plans and conduct classroom walkthroughs during site visits to assess compliance with language and native language requirements.
- The Compliance Specialist will review documentation from administrator walkthroughs to ensure that the instructional program meets the specified requirements.

Success Criteria:

HES will implement a curriculum emphasizing language development and incorporate the Havasupai native language, as evidenced through lesson plans that reflect these elements and classroom observations demonstrating effective instruction.

The HES kindergarten instructional program will include Exploration of the environment psychomotor and socialization development, or development of imaginative and creative tendencies, as evidenced through lesson plans, curriculum maps, and classroom walkthroughs.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	<div>1. A lesson plan template has been developed, and the ADD-BOS Curriculum and Instruction Specialist provided training to staff on its use on August 19th. Teachers began using the template during the week of September 2nd.</div> <div>2. The ADD-BOS Curriculum and Instruction Specialist will review lesson plans weekly and provide feedback to the school principal.</div> <div>3. The principal plans to do one walk through a day to give teachers feedback and monitor activities. Each teacher will receive one formal observation per semester. informal walkthroughs started in August. Use of COGNIA eleot 2.0 tool will begin in September. Walkthroughs will focus on 1 specific learning environment domain per month. Schoology access is currently delayed due to pending NASIS setup and PIV card issuance for new staff.</div> <div>4. Currently Lesson Plans are uploaded to the school’s SharePoint site weekly. Lesson plans will transition to Schoology once all teachers have access.</div> <div>5. HES is currently developing the professional development (PD) schedule. The PLC schedule and implementation plan will follow.</div> <div>6. Ongoing professional development from Savvas is included in the PD calendar to support curriculum implementation throughout the school year.</div> <div>7. Teachers are scheduled for curriculum-map training on October 3, 2025. This allows the staff enough time to complete their first unit in the curriculum.</div>
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Annual Report Finding	<p>Havasupai Elementary School was currently rated as non-compliant with this regulation for several key reasons:</p> <p>Curriculum Implementation: While HES uses the SAVVAS curriculum for kindergarten, which emphasizes language development, there are significant gaps in documentation and lesson planning.</p> <p>Native Language Instruction: Although Native language and culture are provided for 45 minutes every fifth full school day, there is no evidence of consistent lesson plans or documentation to demonstrate compliance with the required regulations.</p> <p>Social-Emotional Learning (SEL): The addition of a school counselor who provides SEL lessons for all students is a positive step towards helping students develop positive feelings toward themselves and others. However, the impact of this may not be fully integrated into the kindergarten curriculum due to a lack of structured, consistent lesson documentation and SEL classes starting in December 2024.</p> <p>Curriculum Components: Although the SAVVAS curriculum encompasses components necessary for compliance, including language development, exploration of the environment, and socialization development, there is insufficient documentation (lesson plans) to substantiate implementation in each of these areas.</p> <p>Physical Education and Health Education: While health education was covered through Physical Education (PE) during the first half of the school year, the absence of sufficient lesson planning limits the ability to demonstrate compliance.</p>
BIE Staff Responsible	ADD-BOS Education Program Specialist (Curriculum and Instruction)
Resources	<p>National Association for the Education of Young Children (NAEYC)</p> <ul style="list-style-type: none"> • Website: NAEYC • Description: Offers resources and guidelines for high-quality early childhood education, including curriculum development that supports language and social-emotional growth. <p>Developmentally Appropriate Practice in Kindergarten: Observation Guide</p> <ul style="list-style-type: none"> • Description: This guide provides sections to use when observing for and identifying evidence of developmentally appropriate practice, including Safe and Supportive Environments, Responsive Developmental Relationships, Family Engagement, Curriculum and Instruction, Motor Development, and Literacy and Language Development. • Link: Developmentally Appropriate Practice in Kindergarten: Observation Guide <p>Language and Literacy Development Resources</p> <ul style="list-style-type: none"> • Website: PBS LearningMedia • Description: Provides a variety of educational resources and activities focused on language development for young children. <p>Social-Emotional Learning (SEL) Resources</p> <ul style="list-style-type: none"> • Website: CASEL

	<ul style="list-style-type: none"> • Description: Provides frameworks and resources for implementing social-emotional learning in early childhood education, helping children develop positive self-esteem and relationships. <p>Native Language Resources</p> <ul style="list-style-type: none"> • Website: National Indian Education Association (NIEA) • Description: Provides resources and advocacy for incorporating Native American languages and cultures into educational programs. <p>Language Development Resources</p> <ul style="list-style-type: none"> • Website: Reading Rockets • Description: Offers strategies and resources for promoting language skills in young children, including observing, listening, and speaking activities. <p>Joyful Literacy with Young Children</p> <ul style="list-style-type: none"> • Description: Joyful Literacy is an evidence-based, culturally and linguistically sustaining, and whole-child approach to support young children’s literacy development. The approach integrates socio-emotional learning strategies and creative expression activities with evidence-based early literacy practices. When engaged with these practices, children develop language, literacy, and critical thinking skills while also learning how literacy can be creative, evoke feelings of joy, and cultivate a sense of belonging in school. <p>Link: Joyful Literacy with Young Children</p>
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Action Steps and Timeline on the next page.

Action Steps	Timeline
1. Develop a uniform lesson plan template to document the implementation of the curriculum and the integration of regulatory requirements.	Completed April 2025
2. Review lesson plans weekly by administration and BIE staff to ensure quality and adherence to regulatory requirements.	Ongoing SY 2025-2026
3. Administrators and BIE staff will develop a walkthrough form and will conduct walkthroughs to ensure adherence to instructional expectations.	Ongoing SY 2025-2026
4. The school will adopt Schoology as a lesson plan platform for the 2025-2026 school year, and in the absence of Schoology, staff will upload lesson plan to SharePoint.	Ongoing SY 2025-2026
5. Teachers will be trained on the lesson plan template, expectations, and the Schoology lesson plan platform.	Completed August 2025
6. Support will be provided through scheduled Professional Learning Communities.	Ongoing SY 2025-2026
7. Professional Development from Savvas and BIE staff, and other organizations as needed for instructional support	Ongoing SY 2025-2026
8. School will be trained on the curriculum maps created from the curriculum mapping project led by the ADD-BOS curriculum specialist.	September 2025
9. Curriculum maps will be posted on the school SharePoint site and utilized in instructional planning and reflection.	October 2025

25 CFR §36.22 - Standard VII - Elementary Instructional Program

Legal Citation: 25 CFR §36.22(a)(1-4)
(a) The elementary instruction programs, grades one through six, shall include but need not be limited to:
(1) Language arts.
(2) Mathematics.
(3) Social studies.
(4) Sciences.

- Monitoring (who, when, how):**
- The Compliance Specialist will review lesson plans to ensure they incorporate the required subjects, including Math, Social Studies, and Science.
 - The Compliance Specialist will conduct classroom walkthroughs during site visits to observe instructional practices and verify compliance with the curriculum requirements.

Success Criteria:
HES Elementary's instructional program will include Math, Social Studies, and Science, as evidenced by lesson plans, curriculum maps, and classroom walkthroughs demonstrating effective instruction in these subjects.

Funding /Expenditures necessary:
No additional funding or expenditures are necessary at this time.

Progress:	<ol style="list-style-type: none">1. A lesson plan template has been developed, and the ADD-BOS Curriculum and Instruction Specialist provided training to staff on its use on August 19th. Teachers began using the template during the week of September 2nd.2. The ADD-BOS Curriculum and Instruction Specialist will review lesson plans weekly and provide feedback to the school principal.3. The principal plans to do one walk through a day to give teachers feedback and monitor activities. Each teacher will receive one formal observation per semester. informal walkthroughs started in August. Use of COGNIA eleot 2.0 tool will begin in September. Walkthroughs will focus on 1 specific learning environment domain per month.4. Currently Lesson Plans are uploaded to the school's SharePoint site weekly. Lesson plans will transition to Schoology once all teachers have access.5. Teachers have been trained on both the lesson plan template and expectations. However, implementation in Schoology is delayed due to access issues.6. According to the professional Development plan, PLCs are scheduled for Wednesdays from 3:00pm-3:45pm. The focus of these meetings is to analyze student data (academic, behavioral, social, emotional), plan lessons, and share instructional strategies.7. Ongoing professional development from Savvas is included in the PD calendar to support curriculum implementation throughout the school year.8. Teachers are scheduled for curriculum-map training on October 3, 2025. This allows the staff enough time to complete their first unit in the curriculum.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Curriculum Implementation: The SAVVAS curriculum has been adopted for English Language Arts (ELA), Mathematics, Social Studies, and Sciences for the 2024-2025 school year. These subjects are included in the master schedule, but inconsistencies in lesson planning have been noted: Lesson plans collected by the principal are often incomplete and lack sufficient detail. Many are printed
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	<p>from online resources, providing unclear execution timelines for when lessons are taught.</p> <p>There is a significant absence of lesson plans for Social Studies and Science, affecting the ability to demonstrate compliance and effective curriculum delivery.</p>
BIE Staff Responsible	ADD-BOS Education Program Specialist (Curriculum and Instruction)
Resources	<p>Teaching in Multigrade Classrooms</p> <ul style="list-style-type: none"> • Description: A collection of research articles and resources focused on effective teaching strategies and classroom management in multigrade settings. • Link: ERIC Multigrade Teaching Resources <p>Native Knowledge 360, Smithsonian's National Museum of the American Indian</p> <ul style="list-style-type: none"> • Description: This site features a search tool for locating cross-disciplinary lesson plans across various grade levels, including Math, Social Studies, and Science. It provides resources that integrate Native American perspectives into the curriculum. • Link: Native Knowledge 360 <p>Mathematics Instruction in Multigrade Classrooms</p> <ul style="list-style-type: none"> • Description: This resource offers strategies for teaching mathematics in multigrade classrooms, focusing on engagement and differentiation. • Link: Teaching Mathematics in Multigrade Classrooms <p>Social Studies in Multigrade Classrooms</p> <ul style="list-style-type: none"> • Description: Provides resources and lesson plans for teaching social studies in diverse classroom settings, including multigrade environments. • Link: NCSS Resources <p>Science Instruction in Multigrade Classrooms</p> <ul style="list-style-type: none"> • Description: Offers resources for teaching science in multigrade classrooms, including hands-on activities and inquiry-based learning strategies. • Link: NSTA Resources

Action Steps and Timeline on the next page.

Action Steps	Timeline
1. Develop a uniform lesson plan template to document the implementation of the curriculum and the integration of regulatory requirements.	Completed April 2025
2. Review lesson plans weekly by administration and BIE staff to ensure quality and adherence to regulatory requirements.	Ongoing SY 2025-2026
3. Administrators and BIE staff will develop a walkthrough form and will conduct walkthroughs to ensure adherence to instructional expectations.	Ongoing SY 2025-2026
4. The school will adopt Schoology as a lesson plan platform for the 2025-2026 school year, and in the absence of Schoology, staff will upload lesson plan to SharePoint.	Ongoing SY 2025-2026
5. Teachers will be trained on the lesson plan template, expectations, and the Schoology lesson plan platform.	Completed August 2025
6. Support will be provided through scheduled Professional Learning Communities.	Ongoing SY 2025-2026
7. Professional Development from Savvas and BIE staff, and other organizations as needed for instructional support	Ongoing SY 2025-2026
8. The school will be trained on the curriculum maps created from the curriculum mapping project led by the ADD-BOS curriculum specialist.	September 2025
9. Curriculum maps will be posted on the school SharePoint site and utilized in instructional planning and reflection.	October 2025

Legal Citation: 25 CFR §36.22(a)(5)

(a) The elementary instruction programs, grades one through six, shall include but need not be limited to:
(5) Fine Arts.

Monitoring (who, when, how):

- The Compliance Specialist will review lesson plans to ensure they incorporate Fine Arts as required by regulation.
- The Compliance Specialist will conduct classroom walkthroughs during site visits to observe the implementation of Fine Arts instruction.

Success Criteria:

HES will have an instructional program that includes Fine Arts, as evidenced by the master schedule and lesson plans that reflect the inclusion of Fine Arts education.

Funding /Expenditures necessary:

Possible funding source: Title IV-A Well-Rounded Schools.

Progress:	<ol style="list-style-type: none">1. The school has a curriculum for Art and all supplies. They are utilizing the National core art standards.2. Fine Arts is being taught to each student on a 4-day rotation doing the school's genius hour.3. A lesson plan template has been developed, and the ADD-BOS Curriculum and Instruction Specialist provided training to staff on its use on August 19th. Teachers began using the template during the week of September 2nd.4. The ADD-BOS Curriculum and Instruction Specialist will review lesson plans weekly and provide feedback to the school principal.5. The principal plans to do one walk through a day to give teachers feedback and monitor activities. Each teacher will receive one formal observation per semester. informal walkthroughs started in August. Use of COGNIA eleot 2.0 tool will begin in September. Walkthroughs will focus on 1 specific learning environment domain per month.6. Currently Lesson Plans are uploaded to the school's SharePoint site weekly. Lesson plans will transition to Schoology once all teachers have access.7. Facilitators engaged with community members by organizing workshops and talks in Supai (June-July) that included makeup artistry, language and culture teaching, and dice making for traditional games. Facilitators communicated with 6 Supai community members who are willing to work with students in various capacities such as arts, crafts, storytelling, and traditional knowledge sharing.
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Annual Report Finding	<p>Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons:</p> <p>Lack of Fine Arts Instruction: HES does not formally offer fine arts as part of its instructional programs. Although some staff may incorporate elements of fine arts into their lessons, there are no documented lesson plans or structured programming to demonstrate compliance with the requirement for fine arts education.</p> <p>Importance of Fine Arts: Fine arts are essential for fostering creativity and addressing the diverse needs of students and the community, but their absence is limiting the overall educational offerings.</p>
BIE Staff Responsible	ADD-BOS Education Program Specialist (Curriculum and Instruction)

<p>Resources</p>	<p>Institute of American Indian Arts</p> <ul style="list-style-type: none"> • Description: This tribal college may serve as a valuable source for teachers or guest teachers, providing expertise in Native American arts and culture, which can enhance educational programs. • Website: Institute of American Indian Arts <p>National Museum of the American Indian (NMAI)</p> <ul style="list-style-type: none"> • Description: Offers educational resources, exhibitions, and programs focused on Native American art and culture, including lesson plans and activities for educators. • Website: National Museum of the American Indian <p>The Heard Museum</p> <ul style="list-style-type: none"> • Description: Focuses on the art and culture of Native Americans, offering educational programs, exhibitions, and resources for teachers to incorporate Native art into their curricula. • Website: Heard Museum
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Action Steps	Timeline
1. The school will acquire a curriculum, supplies, and resources for Fine Arts.	Completed May 2025
2. Fine Arts will be added to the master schedule to be taught once per week.	Completed August 2025
3. Develop a uniform lesson plan template to document the implementation of the curriculum and the integration of regulatory requirements.	Completed April 2025
4. Review lesson plans weekly by administration and BIE staff to ensure quality and adherence to regulatory requirements.	Ongoing SY 2025-2026
5. Administrators and BIE staff will develop a walkthrough form and will conduct walkthroughs to ensure adherence to instructional expectations.	Ongoing SY 2025-2026
6. The school will adopt Schoology as a lesson plan platform for the 2025-2026 school year, and in the absence of Schoology, staff will upload lesson plan to SharePoint.	Ongoing SY 2025-2026
7. Work with the facilitator to partner with the tribe and community to find resources/people to teach cultural arts.	Ongoing SY 2025-2026

Legal Citation: §36.22(a)(6)

The elementary instruction programs, grades one through six, shall include but need not be limited to:

(6) Physical Education.

Monitoring (who, when, how):

- The Compliance Specialist will review lesson plans to ensure they incorporate Physical Education as required by the regulation.
- The Compliance Specialist will conduct classroom walkthroughs during site visits to observe the implementation of Physical Education instruction.

Success Criteria:

HES will have an instructional program that includes Physical Education, as evidenced by the master schedule, lesson plans, and walkthroughs that reflect the integration of Physical Education.

Funding /Expenditures necessary:

Possible funding source: Title IV-A Well-Rounded Schools.

Progress:	<ol style="list-style-type: none">1. PE is being taught by a certified PE teacher during the genius hour.2. A lesson plan template has been developed, and the ADD-BOS Curriculum and Instruction Specialist provided training to staff on its use on August 19th. Teachers began using the template during the week of September 2nd.3. The ADD-BOS Curriculum and Instruction Specialist will review lesson plans weekly and provide feedback to the school principal.4. The principal plans to do one walk through a day to give teachers feedback and monitor activities. Each teacher will receive one formal observation per semester. informal walkthroughs started in August. Use of COGNIA eleot 2.0 tool will begin in September. Walkthroughs will focus on 1 specific learning environment domain per month.5. Currently Lesson Plans are uploaded to the school's SharePoint site weekly. Lesson plans will transition to Schoology once all teachers have access.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Lack of Physical Education Services: A contracted Physical Education (PE) teacher provided services from the start of the school year until December 2024. However, after her resignation, no PE services have been provided to students, hindering their physical education opportunities. Insufficient Documentation: There are no available lesson plans to document the PE instruction that occurred during the first half of the school year, leading to issues with compliance and accountability.
BIE Staff Responsible	ADD-BOS Education Program Specialist (Curriculum and Instruction)
Resources	SHAPE America (Society of Health and Physical Educators) <ul style="list-style-type: none">• Description: Provides national standards, guidelines, and resources for physical education, including curriculum frameworks and teaching strategies.• Website: SHAPE America PE Central

	<ul style="list-style-type: none"> • Description: A comprehensive resource for physical educators, offering lesson plans, assessment tools, and professional development resources. • Website: PE Central <p>The Physical Educator</p> <ul style="list-style-type: none"> • Description: An online resource that provides articles, lesson plans, and teaching strategies for physical education teachers. • Website: The Physical Educator
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Action Steps	Timeline
1. The principal will teach PE until the federal hiring freeze ends and a PE teacher can be hired.	Completed February 2025 through May 2025
2. Develop a uniform lesson plan template to document the implementation of the curriculum and the integration of regulatory requirements.	Completed April 2025
3. Review lesson plans weekly by administration and BIE staff to ensure quality and adherence to regulatory requirements.	Ongoing SY 2025-2026
4. Administrators and BIE staff will develop a walkthrough form and will conduct walkthroughs to ensure adherence to instructional expectations.	Ongoing SY 2025-2026
5. The school will adopt Schoology as a lesson plan platform for the 2025-2026 school year, and in the absence of Schoology, staff will upload lesson plans to SharePoint.	Ongoing SY 2025-2026

Legal Citation: §36.22(b)(1-2, 4)

(b) Each school shall integrate the following content areas into its curriculum:

- (1) Career awareness
- (2) Environmental and safety education
- (4) Metric education

Monitoring (who, when, how):

- The Compliance Specialist will review lesson plans to ensure they incorporate career awareness, environmental and safety education, and metric education as required by the regulation.
- The Compliance Specialist will conduct classroom walkthroughs during site visits to observe the integration of these content areas in instructional practices.

Success Criteria:

HES will integrate career awareness, environmental and safety education, and metric education into the school's curriculum and instructional program, as evidenced by curriculum maps and lesson plans that reflect these content areas.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	<ol style="list-style-type: none">1. A lesson plan template has been developed, and the ADD-BOS Curriculum and Instruction Specialist provided training to staff on its use on August 19th. Teachers began using the template during the week of September 2nd.2. The ADD-BOS Curriculum and Instruction Specialist will review lesson plans weekly and provide feedback to the school principal.3. The principal plans to do one walk through a day to give teachers feedback and monitor activities. Each teacher will receive one formal observation per semester. informal walkthroughs started in August. Use of COGNIA eleot 2.0 tool will begin in September. Walkthroughs will focus on 1 specific learning environment domain per month.4. Currently Lesson Plans are uploaded to the school's SharePoint site weekly. Lesson plans will transition to Schoology once all teachers have access.5. Teachers have been trained on both the lesson plan template and expectations. However, implementation in Schoology is delayed due to access issues.6. According to the professional Development plan, PLCs are scheduled for Wednesdays from 3:00pm-3:45pm. The focus of these meetings is to analyze student data (academic, behavioral, social, emotional), plan lessons, and share instructional strategies.
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Annual Report Finding	<p>Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons:</p> <p>Integration of Content Areas: The Savvas curriculum is designed to effectively integrate various content areas into the core curriculum, specifically through: Science curriculum, including career connections and safety education. Math and Science curricula incorporating metric education— there is insufficient documentation to verify that these lessons are consistently taught in classrooms.</p> <p>Lack of Lesson Plans: The absence of consistent and detailed lesson plans means there is insufficient evidence to show compliance with the integration requirements of career awareness, environmental and safety education, and metric education.</p>
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BIE Staff Responsible	ADD-BOS Education Program Specialist (Curriculum and Instruction)
Resources	<p>CareerOne Stop</p> <ul style="list-style-type: none"> • Description: A comprehensive resource for career exploration, providing tools and information for students to learn about various careers, job search strategies, and skills development. • Website: CareerOneStop <p>Environmental Protection Agency (EPA) - Environmental Education</p> <ul style="list-style-type: none"> • Description: Provides resources and programs for integrating environmental education into school curricula, including lesson plans and activities focused on sustainability and environmental stewardship. • Website: EPA Environmental Education <p>National Wildlife Federation - Eco-Schools USA</p> <ul style="list-style-type: none"> • Description: A program that helps schools integrate environmental education into their curricula, promoting sustainability and conservation practices. • Website: Eco-Schools USA

Action Steps	Timeline
1. Develop a uniform lesson plan template to document the implementation of the curriculum and the integration of regulatory requirements.	Completed April 2025
2. Review lesson plans weekly by administration and BIE staff to ensure quality and adherence to regulatory requirements.	Ongoing SY 2025-2026
3. Administrators and BIE staff will develop a walkthrough form and will conduct walkthroughs to ensure adherence to instructional expectations.	Ongoing SY 2025-2026
4. The school will adopt Schoology as a lesson plan platform for the 2025-2026 school year.	June 2025
5. Teachers will be trained on the lesson plan template, expectations, and the Schoology lesson plan platform.	Completed August 2025
6. Support will be provided through scheduled Professional Learning Communities.	Ongoing SY 2025-2026

Legal Citation: §36.22(b)(3)

(b) Each school shall integrate the following content areas into its curriculum: (3) Health education (includes requirements contained in 24 Stat. 69),

Monitoring (who, when, how):

- The Compliance Specialist will review lesson plans to ensure they incorporate health education as required by the regulation.
- The Compliance Specialist will conduct classroom walkthroughs during site visits to observe the implementation of health education instruction.

Success Criteria:

HES's elementary instructional program will include health education, as evidenced by lesson plans, curriculum maps, and classroom walkthroughs demonstrating effective instruction in this area.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	<ol style="list-style-type: none">1. Once fully staff, the plan is to provide Health and computer literacy every other Friday. The master schedule is already developed for this plan.2. A lesson plan template has been developed, and the ADD-BOS Curriculum and Instruction Specialist provided training to staff on its use on August 19th. Teachers began using the template during the week of September 2nd.3. The ADD-BOS Curriculum and Instruction Specialist will review lesson plans weekly and provide feedback to the school principal.4. The principal plans to do one walk through a day to give teachers feedback and monitor activities. Each teacher will receive one formal observation per semester. informal walkthroughs started in August. Use of COGNIA eleot 2.0 tool will begin in September. Walkthroughs will focus on 1 specific learning environment domain per month.5. Currently Lesson Plans are uploaded to the school's SharePoint site weekly. Lesson plans will transition to Schoology once all teachers have access.6. Teachers have been trained on both the lesson plan template and expectations. However, implementation in Schoology is delayed due to access issues.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Health Education Integration: Although Physical Education (PE) was taught during the first half of the school year and included components of health education, there is a lack of sufficient lesson plans to substantiate compliance with health education requirements. This absence of documentation makes it challenging to verify that all required components of health education are being adequately implemented.
BIE Staff Responsible	ADD-BOS Education Program Specialist (Curriculum and Instruction)
Resources	KidsHealth in the Classroom <ul style="list-style-type: none">• Description: KidsHealth in the Classroom offers educators free health-related lesson plans. Each Teacher's Guide includes discussion questions, classroom activities and extensions, printable handouts, quizzes, and answer keys, all aligned to National Health Education Standards.

	<ul style="list-style-type: none"> • Website: KidsHealth in the Classroom <p>Arizona Health Education Standards and Resources</p> <ul style="list-style-type: none"> • Description: This resource provides information on Arizona's health education standards and additional resources for educators to support health education in schools. • Link: Arizona Health Education Standards and Resources <p>Native American Health Education Resources</p> <ul style="list-style-type: none"> • Website: Indian Health Service (IHS) • Description: Provides health education resources specifically for Native American communities, including culturally relevant materials and programs. <p>American Indian Health and Family Services</p> <ul style="list-style-type: none"> • Website: AIHFS • Description: Provides resources and programs focused on health education for Native American communities, including culturally relevant health education materials.
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Action Steps	Timeline
1. Health Education will be provided in conjunction with Physical Education.	Ongoing SY 2025-2026
2. Develop a uniform lesson plan template to document the implementation of the curriculum and the integration of regulatory requirements.	Completed April 2025
3. Review lesson plans weekly by administration and BIE staff to ensure quality and adherence to regulatory requirements.	Ongoing SY 2025-2026
4. Administrators and BIE staff will develop a walkthrough form and will conduct walkthroughs to ensure adherence to instructional expectations.	Ongoing SY 2025-2026
5. The school will adopt Schoology as a lesson plan platform for the 2025-2026 school year, and in the absence of Schoology, staff will upload lesson plans to SharePoint.	Ongoing SY 2025-2026
6. Teachers will be trained on the lesson plan template, expectations, and the Schoology lesson plan platform.	Completed August 2025

Legal Citation: §36.22(b)(5)

(b) Each school shall integrate the following content areas into its curriculum: (5) Computer literacy.

Monitoring (who, when, how):

- The Compliance Specialist will review the school's lesson plan template to ensure that computer literacy is included as a requirement.
- The Compliance Specialist will conduct classroom walkthroughs during site visits to observe the implementation of computer literacy instruction.

Success Criteria:

HES will include computer literacy into the curriculum, as evidenced by lesson plans, curriculum maps, and classroom walkthroughs demonstrating effective instruction in this area.

Funding /Expenditures necessary:

A potential funding expense may be required for purchasing computers for each classroom to facilitate computer literacy instruction.

Progress:	<ol style="list-style-type: none">1. A lesson plan template has been developed, and the ADD-BOS Curriculum and Instruction Specialist provided training to staff on its use on August 19th. Teachers began using the template during the week of September 2nd.2. The ADD-BOS Curriculum and Instruction Specialist will review lesson plans weekly and provide feedback to the school principal.3. The principal plans to do one walk through a day to give teachers feedback and monitor activities. Each teacher will receive one formal observation per semester. informal walkthroughs started in August. Use of COGNIA eleot 2.0 tool will begin in September. Walkthroughs will focus on 1 specific learning environment domain per month.4. Currently Lesson Plans are uploaded to the school's SharePoint site weekly. Lesson plans will transition to Schoology once all teachers have access.5. Teachers have been trained on both the lesson plan template and expectations. However, implementation in Schoology is delayed due to access issues.6. Once fully staff, the plan is to provide Health and computer literacy every other Friday. The master schedule is already developed for this plan.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Insufficient Integration of Computer Literacy: While some computer literacy programs are utilized in the school, such as i-Ready, Savvas curriculum activities, typing.com, and other resources, the implementation and monitoring of these programs lack clarity. Lack of Documentation: There are no lesson plans available that demonstrate how teachers are intentionally developing and integrating computer literacy skills into lessons and classroom instruction.
BIE Staff Responsible	ADD-BOS Education Program Specialist (Curriculum and Instruction)
Resources	Everything You Need to Teach Digital Citizenship <ul style="list-style-type: none">• Description: This K-12 Digital Citizenship Curriculum provides lesson plans by grade level to address timely topics and prepare students to take ownership of their digital lives.

	<ul style="list-style-type: none"> • Link: Everything You Need to Teach Digital Citizenship
	Code.org <ul style="list-style-type: none"> • Description: Provides free resources and curriculum for teaching computer science and coding to students of all ages, promoting computer literacy through engaging activities. • Website: Code.org
	International Society for Technology in Education (ISTE) <ul style="list-style-type: none"> • Description: Provides standards and resources for integrating technology into education, including guidelines for developing computer literacy skills in students. • Website: ISTE
	Common Sense Education <ul style="list-style-type: none"> • Description: Offers a comprehensive curriculum for teaching digital citizenship and computer literacy, including lesson plans and resources for K-12 educators. • Website: Common Sense Education
	Khan Academy - Computer Programming <ul style="list-style-type: none"> • Description: Offers free online courses in computer programming and computer science, helping students develop essential computer literacy skills. • Website: Khan Academy - Computer Programming

Action Steps	Timeline
1. Develop a uniform lesson plan template to document the implementation of the curriculum and the integration of regulatory requirements.	Completed April 2025
2. Review lesson plans weekly by administration and BIE staff to ensure quality and adherence to regulatory requirements.	Ongoing SY 2025-2026
3. Administrators and BIE staff will develop a walkthrough form and will conduct walkthroughs to ensure adherence to instructional expectations.	Ongoing SY 2025-2026
4. The school will adopt Schoology as a lesson plan platform for the 2025-2026 school year.	June 2025
5. Teachers will be trained on the lesson plan template, expectations, and the Schoology lesson plan platform.	Completed August 2025
6. Computer literacy will be put into the master schedule to ensure each class has sufficient time dedicated to computer literacy using typing.com.	Completed August 2025

25 CFR §36.23, Standard VIII - Junior High/Middle School Instructional Program

Legal Citation: §36.23(a):

(a) The instructional program shall reflect the school’s philosophy and the needs of the students and the community. It shall be part of a progressive development that begins in the elementary program which precedes it and continues to the secondary program which follows.

- Monitoring (who, when, how):**
- The Compliance Specialist will review the school’s comprehensive needs assessment in Plan4Learning in July 2025.
 - The Compliance Specialist will review lesson plans during site visits and curriculum maps on the school’s SharePoint site once they are complete.

Success Criteria:

HES will implement an instructional program that reflects the school’s philosophy and the community’s needs, as evidenced by data collected during the comprehensive needs assessment. The instructional program will demonstrate progressive development as evidenced through curriculum mapping and lesson plans.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	<div>1. HES conducted a comprehensive needs assessment, and it was completed by June 30, 2025. The school created a school improvement plan based on this data with SMART goals and a program plan with strategies to address needs.</div> <div>2. HES is still working on developing a philosophy. The team plans to have a philosophy in place before the Fiscal and programmatic review in January 2025. The timeline has been adjusted to reflect this plan.</div> <div>3. Teachers training on August 19, 2025, on teaching in multiple grade classrooms to ensure that students are exposed to grade level curriculum for their appropriate grade. According to the Training schedule, teachers will have ongoing training on using Savvas and curriculum mapping.</div> <div>4. Teachers are scheduled for curriculum-map training on October 3, 2025. This allows the staff enough time to complete their first unit in the curriculum.</div>
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Annual Report Finding	<div>Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons:</div> <div>Lack of Alignment with Community Needs: The instructional program has not been intentionally aligned with the needs of the students and the community. Although a needs assessment was completed, it failed to incorporate comprehensive community input, limiting its effectiveness in addressing student needs.</div> <div>Curriculum Utilization: While the Savvas curriculum has been adopted for reading, math, science, and social studies, the effectiveness of its utilization remains unclear. This raises questions about how well the curriculum contributes to progressive development for students transitioning to secondary education.</div>
BIE Staff Responsible	Albuquerque ERC Education Specialist (School Improvement) and ADD-BOS Education Program Specialist (Curriculum and Instruction)

Resources	<p>Curriculum Mapping Tips for New Teachers</p> <ul style="list-style-type: none"> • Description: This article offers practical tips for new teachers on how to effectively create and use curriculum maps to enhance instructional planning and alignment. • Link: Curriculum Mapping Tips for New Teachers <p>Sample Curriculum Maps from Arizona School Districts</p> <ol style="list-style-type: none"> 1. Scottsdale Unified School District <ul style="list-style-type: none"> • Description: Provides access to curriculum maps that outline the educational programs and learning objectives for various grade levels. • Link: Scottsdale Unified School District Curriculum Maps 2. Paradise Valley Schools <ul style="list-style-type: none"> • Description: Offers an overview of the elementary K-6 curriculum, including curriculum maps that detail the instructional focus and learning outcomes. • Link: Paradise Valley Schools Curriculum Overview
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Action Steps	Timeline
1. Conduct a comprehensive needs assessment using school data and solicit input from the tribe, community, parents/guardians, students, and staff.	Completed June 30, 2025
2. Create a school philosophy and ensure that it is reflected in the instructional program, utilizing data from the comprehensive needs assessment.	December 2025
3. Teachers will utilize the selected curricula for Reading/Language Arts, Math, Science, and Social Studies to ensure a progressive program.	Ongoing School Year 2025-2026
4. The school will receive training on the curriculum maps created from the curriculum mapping project led by the ADD-BOS Curriculum Specialist.	September 2025
5. Curriculum maps will be posted on the school SharePoint site and utilized in instructional planning and reflection.	October 2025

Legal Citation: §36.23(b)(1-4):

The curriculum shall include the following required instructional content areas at each grade level but need not be limited to:

- (1) Language arts. One unit shall be required of each student every year.
- (2) Social studies. One unit shall be required of each student every year.
- (3) Mathematics. One unit shall be required of each student every year.
- (4) Science. One unit shall be required of each student every year.

Monitoring (who, when, how):

- The Compliance Specialist will review lesson plans to ensure they incorporate the required content areas.
- The Compliance Specialist will conduct classroom walkthroughs during site visits to observe the implementation of the instructional program.

Success Criteria:

HES Junior High's instructional program will include Math, Social Studies, and Science, as evidenced by lesson plans, curriculum maps, and classroom walkthroughs demonstrating effective instruction in these areas.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	<ol style="list-style-type: none">1. A lesson plan template has been developed, and the ADD-BOS Curriculum and Instruction Specialist provided training to staff on its use on August 19th. Teachers began using the template during the week of September 2nd.2. The ADD-BOS Curriculum and Instruction Specialist will review lesson plans weekly and provide feedback to the school principal.3. The principal plans to do one walk through a day to give teachers feedback and monitor activities. Each teacher will receive one formal observation per semester. informal walkthroughs started in August. Use of COGNIA eleot 2.0 tool will begin in September. Walkthroughs will focus on 1 specific learning environment domain per month.4. Currently Lesson Plans are uploaded to the school's SharePoint site weekly. Lesson plans will transition to Schoology once all teachers have access.5. Teachers have been trained on both the lesson plan template and expectations. However, implementation in Schoology is delayed due to access issues.6. According to the professional Development plan, PLCs are scheduled for Wednesdays from 3:00pm-3:45pm. The focus of these meetings is to analyze student data (academic, behavioral, social, emotional), plan lessons, and share instructional strategies.7. Ongoing professional development from Savvas is included in the PD calendar to support curriculum implementation throughout the school year.8. Teachers are scheduled for curriculum-map training on October 3, 2025. This allows the staff enough time to complete their first unit in the curriculum.
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Annual Report Finding

Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons:
Curriculum Implementation: HES has adopted the SAVVAS curriculum for English Language Arts (ELA), Mathematics, Social Studies, and Science for the 2024-2025 school year. These subjects are part of the master schedule; however, issues exist regarding Inconsistency in the completion of lesson plans, which are not adequately documented or reviewed.
Submitted lesson plans primarily consist of printed material from online resources, offering unclear insights on the timing and delivery of lessons.

	Insufficient Evidence of Compliance: The inadequacy of lesson plans means there is insufficient evidence to confirm that the curriculum is being effectively followed across required content areas.
BIE Staff Responsible	Albuquerque ERC Education Specialist (School Improvement) and ADD-BOS Education Program Specialist (Curriculum and Instruction)
Resources	<p>Closing the Achievement Gap: A Resource Guide</p> <ul style="list-style-type: none"> • Description: A guide that offers strategies and resources for educators to help close the achievement gap, including culturally responsive teaching practices and differentiated instruction. • Link: Closing the Achievement Gap Resource Guide <p>The National Center for Children in Poverty (NCCP)</p> <ul style="list-style-type: none"> • Description: Provides research and resources focused on the impact of poverty on education and strategies for supporting low-achieving students. • Website: NCCP <p>Language Arts ReadWriteThink</p> <ul style="list-style-type: none"> • Description: Offers free resources for teaching language arts, including lesson plans and interactive tools that can be adapted for multi-grade classrooms. • Website: ReadWriteThink <p>Mathematics National Council of Teachers of Mathematics (NCTM)</p> <ul style="list-style-type: none"> • Description: Offers resources and professional development for mathematics educators, including strategies for teaching in multi-grade settings. • Website: NCTM <p>Science National Science Teaching Association (NSTA)</p> <ul style="list-style-type: none"> • Description: Provides resources for science educators, including lesson plans and activities that can be adapted for multi-grade classrooms. • Website: NSTA

Action Steps and Timeline on the next page.

Action Steps	Timeline
1. Develop a uniform lesson plan template to document the implementation of the curriculum and the integration of regulatory requirements.	Completed April 2025
2. Review lesson plans weekly by administration and BIE staff to ensure quality and adherence to regulatory requirements.	Ongoing SY 2025-2026
3. Administrators and BIE staff will develop a walkthrough form and will conduct walkthroughs to ensure adherence to instructional expectations.	Ongoing SY 2025-2026
4. The school will adopt Schoology as a lesson plan platform for the 2025-2026 school year, and in the absence of Schoology, staff will upload lesson plans to SharePoint.	Ongoing SY 2025-2026
5. Teachers will be trained on the lesson plan template, expectations, and the Schoology lesson plan platform.	Completed August 2025
6. Support will be provided through scheduled Professional Learning Communities.	Ongoing SY 2025-2026
7. Professional Development from Savvas and BIE staff, and other organizations as needed for instructional support.	Ongoing SY 2025-2026
8. School will be trained on the curriculum maps created from the curriculum mapping project led by the ADD-BOS curriculum specialist.	September 2025
9. Curriculum maps will be posted on the school SharePoint site and utilized in instructional planning and reflection.	October 2025

Legal Citation: §36.23(b)(5):

(b) The curriculum shall include the following required instructional content areas at each grade level but need not be limited to:

(5) Fine arts and practical arts. One unit each shall be required of each student in the junior high/middle school instructional program.

Monitoring (who, when, how):

- The Compliance Specialist will review lesson plans to ensure they incorporate Fine Arts and Practical Arts as required by the regulation.
- The Compliance Specialist will conduct classroom walkthroughs during site visits to observe the implementation of Fine Arts and Practical Arts instruction.

Success Criteria:

- HES will have an instructional program that includes Fine Arts and Practical Arts, as evidenced by the master schedule and lesson plans reflecting these content areas.

Funding /Expenditures necessary:

Possible funding source: Title IV-A Well-Rounded Schools.

Progress:	<ol style="list-style-type: none">1. The school has a curriculum for Art and all supplies. They are utilizing the National core art standards.2. Fine Arts is being taught to each student on a 4-day rotation doing the school's genius hour.3. A lesson plan template has been developed, and the ADD-BOS Curriculum and Instruction Specialist provided training to staff on its use on August 19th. Teachers began using the template during the week of September 2nd.4. The ADD-BOS Curriculum and Instruction Specialist will review lesson plans weekly and provide feedback to the school principal.5. The principal plans to do one walk through a day to give teachers feedback and monitor activities. Each teacher will receive one formal observation per semester. informal walkthroughs started in August. Use of COGNIA eleot 2.0 tool will begin in September. Walkthroughs will focus on 1 specific learning environment domain per month.6. Currently Lesson Plans are uploaded to the school's SharePoint site weekly. Lesson plans will transition to Schoology once all teachers have access.7. Facilitators engaged with community members by organizing workshops and talks in Supai (June-July) that included makeup artistry, language and culture teaching, and dice making for traditional games.
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Annual Report Finding	<p>Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons:</p> <p>Absence of Fine Arts and Practical Arts Instruction: HES does not offer fine arts or practical arts as part of its instructional program. Although some staff may be incorporating elements of fine arts and practical arts into lessons, there are no formal lesson plans available to demonstrate compliance with the regulatory requirement.</p> <p>Importance of Arts Education: Fine and practical arts are essential for addressing the holistic needs of students and fostering creativity and engagement, making their absence a significant gap in the educational offerings.</p>
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BIE Staff Responsible	Albuquerque ERC Education Specialist (School Improvement) and ADD-BOS Education Program Specialist (Curriculum and Instruction)
Resources	<p>Institute of American Indian Arts (IAIA)</p> <ul style="list-style-type: none"> • Description: A tribal college that offers programs in Native American arts and culture, providing resources and potential teachers for fine arts and practical arts education. • Website: Institute of American Indian Arts <p>Northern Arizona University (NAU)</p> <ul style="list-style-type: none"> • Description: Offers various programs, including those focused on Indigenous education and arts, preparing educators to teach fine arts and practical arts with a cultural perspective. • Website: Northern Arizona University <p>National Art Education Association (NAEA)</p> <ul style="list-style-type: none"> • Description: Provides resources, standards, and best practices for art education, supporting the integration of fine arts into the curriculum for middle school students. • Website: NAEA

Action Steps	Timeline
1. The school will acquire a curriculum, supplies, and resources for Fine Arts and practical arts.	Completed May 2025
2. Fine Arts and practical arts will be added to the master schedule to be taught once per week.	Completed August 2025
3. Develop a uniform lesson plan template to document the implementation of the curriculum and the integration of regulatory requirements.	Completed April 2025
4. Review lesson plans weekly by administration and BIE staff to ensure quality and adherence to regulatory requirements.	Ongoing SY 2025-2026
5. Administrators and BIE staff will develop a walkthrough form and will conduct walkthroughs to ensure adherence to instructional expectations.	Ongoing SY 2025-2026
6. The school will adopt Schoology as a lesson plan platform for the 2025-2026 school year, and in the absence of Schoology, staff will upload lesson plans to SharePoint.	Ongoing SY 2025-2026
7. Work with the facilitator to partner with the tribe and community to find resources/people to teach cultural arts.	Ongoing SY 2025-2026

Legal Citation: §36.23(b)(6):

(b) The curriculum shall include the following required instructional content areas at each grade level but need not be limited to:

(6) Computer literacy. One unit shall be required of each student in the junior high/middle school instructional program.

Monitoring (who, when, how):

- The Compliance Specialist will review the school's lesson plan template to ensure that computer literacy is included as a requirement.
- The Compliance Specialist will conduct classroom walkthroughs during site visits to observe the implementation of computer literacy instruction.

Success Criteria:

HES will include computer literacy into the curriculum, as evidenced by lesson plans, curriculum maps, and classroom walkthroughs demonstrating effective instruction in this area.

Funding /Expenditures necessary:

A potential funding expense may be required for purchasing computers for each classroom to facilitate computer literacy instruction.

Progress:	<ol style="list-style-type: none">1. A lesson plan template has been developed, and the ADD-BOS Curriculum and Instruction Specialist provided training to staff on its use on August 19th. Teachers began using the template during the week of September 2nd.2. The ADD-BOS Curriculum and Instruction Specialist will review lesson plans weekly and provide feedback to the school principal.3. The principal plans to do one walk through a day to give teachers feedback and monitor activities. Each teacher will receive one formal observation per semester. Informal walkthroughs started in August. Use of COGNIA eleot 2.0 tool will begin in September. Walkthroughs will focus on 1 specific learning environment domain per month.4. Currently Lesson Plans are uploaded to the school's SharePoint site weekly. Lesson plans will transition to Schoology once all teachers have access.5. Teachers have been trained on both the lesson plan template and expectations. However, implementation in Schoology is delayed due to access issues.6. Once fully staff, the plan is to provide Health and computer literacy every other Friday. The master schedule is already developed for this plan.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Insufficient Integration of Computer Literacy: While computer literacy is integrated into various programs such as i-Ready, Savvas curriculum activities, typing.com, and other teacher-initiated programs, the implementation and monitoring of computer literacy education lacks clarity. Lack of Documentation: There are no lesson plans documenting how teachers are developing and integrating computer literacy into their lessons, making it difficult to ascertain whether students are receiving the required instruction.
BIE Staff Responsible	Albuquerque ERC Education Specialist (School Improvement) and ADD-BOS Education Program Specialist (Curriculum and Instruction)
Resources	Everything You Need to Teach Digital Citizenship

	<ul style="list-style-type: none"> • Description: This K-12 Digital Citizenship Curriculum provides lesson plans by grade level to address timely topics and prepare students to take ownership of their digital lives. • Link: Everything You Need to Teach Digital Citizenship <p>Code.org</p> <ul style="list-style-type: none"> • Description: Provides free resources and curriculum for teaching computer science and coding to students of all ages, promoting computer literacy through engaging activities. • Website: Code.org <p>International Society for Technology in Education (ISTE)</p> <ul style="list-style-type: none"> • Description: Provides standards and resources for integrating technology into education, including guidelines for developing computer literacy skills in students. • Website: ISTE <p>Common Sense Education</p> <ul style="list-style-type: none"> • Description: Offers a comprehensive curriculum for teaching digital citizenship and computer literacy, including lesson plans and resources for K-12 educators. • Website: Common Sense Education <p>Khan Academy - Computer Programming</p> <ul style="list-style-type: none"> • Description: Offers free online courses in computer programming and computer science, helping students develop essential computer literacy skills. <p>Website: Khan Academy - Computer Programming</p>
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Action Steps and Timeline on the next page

Action Steps	Timeline
1. Develop a uniform lesson plan template to document the implementation of the curriculum and the integration of regulatory requirements.	Completed April 2025
2. Review lesson plans weekly by administration and BIE staff to ensure quality and adherence to regulatory requirements.	Ongoing SY 2025-2026
3. Administrators and BIE staff will develop a walkthrough form and will conduct walkthroughs to ensure adherence to instructional expectations.	Ongoing SY 2025-2026
4. The school will adopt Schoology as a lesson plan platform for the 2025-2026 school year, and in the absence of Schoology, staff will upload lesson plans to SharePoint.	Ongoing SY 2025-2026
5. Teachers will be trained on the lesson plan template, expectations, and the Schoology lesson plan platform.	Completed August 2025
6. Computer literacy will be put into the master schedule to ensure each class has sufficient time dedicated to computer literacy using typing.com.	Completed August 2025

Legal Citation: §36.23(b)(7)

The curriculum shall include the following required instructional content areas at each grade level but need not be limited to:

(7) Physical education. One unit shall be required of each student in the junior high/middle school instructional program.

Monitoring (who, when, how):

- The Compliance Specialist will review lesson plans to ensure they incorporate Physical Education as required by the regulation.
- The Compliance Specialist will conduct classroom walkthroughs during site visits to observe the implementation of Physical Education instruction.

Success Criteria:

HES will have an instructional program that includes Physical Education, as evidenced by the master schedule, lesson plans, and walkthroughs that reflect the integration of Physical Education.

Funding /Expenditures necessary:

Possible funding source: Title IV-A Well-Rounded Schools.

Progress:	<ol style="list-style-type: none">1. PE is being taught by a certified PE teacher during genius hour.2. A lesson plan template has been developed, and the ADD-BOS Curriculum and Instruction Specialist provided training to staff on its use on August 19th. Teachers began using the template during the week of September 2nd.3. The ADD-BOS Curriculum and Instruction Specialist will review lesson plans weekly and provide feedback to the school principal.4. The principal plans to do one walk through a day to give teachers feedback and monitor activities. Each teacher will receive one formal observation per semester. informal walkthroughs started in August. Use of COGNIA eleot 2.0 tool will begin in September. Walkthroughs will focus on 1 specific learning environment domain per month.5. Currently Lesson Plans are uploaded to the school's SharePoint site weekly. Lesson plans will transition to Schoology once all teachers have access.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Lack of Physical Education Services: HES had a contracted Physical Education (PE) teacher who provided services from the beginning of the school year until December 2024. However, after her resignation, no PE services have been provided to students, resulting in a gap in required instruction. Insufficient Documentation: There are no available lesson plans documenting any PE instruction for the first half of the school year, which complicates compliance verification with the physical education requirements.
BIE Staff Responsible	Albuquerque ERC Education Specialist (School Improvement) and ADD-BOS Education Program Specialist (Curriculum and Instruction)
Resources	SHAPE America (Society of Health and Physical Educators) <ul style="list-style-type: none">• Description: Provides national standards, guidelines, and resources for physical education, including curriculum frameworks and teaching strategies.• Website: SHAPE America

	<p>PE Central</p> <ul style="list-style-type: none"> • Description: A comprehensive resource for physical educators, offering lesson plans, assessment tools, and professional development resources. • Website: PE Central <p>The Physical Educator</p> <ul style="list-style-type: none"> • Description: An online resource that provides articles, lesson plans, and teaching strategies for physical education teachers. <p>Website: The Physical Educator</p>
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Action Steps	Timeline
1. The principal will teach PE until the federal hiring freeze ends, and a PE teacher can be hired.	Completed February 2025 through May 2025
2. Develop a uniform lesson plan template to document the implementation of the curriculum and the integration of regulatory requirements.	Completed April 2025
3. Review lesson plans weekly by administration and BIE staff to ensure quality and adherence to regulatory requirements.	Ongoing SY 2025-2026
4. Administrators and BIE staff will develop a walkthrough form and will conduct walkthroughs to ensure adherence to instructional expectations.	Ongoing SY 2025-2026
5. The school will adopt Schoology as a lesson plan platform for the 2025-2026 school year, and in the absence of Schoology, staff will upload lesson plans to SharePoint.	Ongoing SY 2025-2026

Legal Citation: §36.23(c)(1-4):

(c) The following content areas shall be integrated into the curriculum.

- (1) Career exploration and orientation.
- (2) Environmental and safety education.
- (3) Metric education.
- (4) Consumer economics (including personal finances).

Monitoring (who, when, how):

- The Compliance Specialist will review lesson plans to ensure they incorporate career exploration and orientation, environmental and safety education, metric education, and consumer economics as required by the regulation.
- The Compliance Specialist will conduct classroom walkthroughs during site visits to observe the integration of these content areas in instructional practices.

Success Criteria:

HES will integrate career exploration and orientation, environmental and safety education, metric education, and consumer economics into the school's curriculum and instructional program, as evidenced by curriculum maps and lesson plans that reflect these content areas.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	<ol style="list-style-type: none">1. A lesson plan template has been developed, and the ADD-BOS Curriculum and Instruction Specialist provided training to staff on its use on August 19th. Teachers began using the template during the week of September 2nd.2. The ADD-BOS Curriculum and Instruction Specialist will review lesson plans weekly and provide feedback to the school principal.3. The principal plans to do one walk through a day to give teachers feedback and monitor activities. Each teacher will receive one formal observation per semester. informal walkthroughs started in August. Use of COGNIA eleot 2.0 tool will begin in September. Walkthroughs will focus on 1 specific learning environment domain per month.4. Currently Lesson Plans are uploaded to the school's SharePoint site weekly. Lesson plans will transition to Schoology once all teachers have access.5. Teachers have been trained on both the lesson plan template and expectations. However, implementation in Schoology is delayed due to access issues.6. According to the professional Development plan, PLCs are scheduled for Wednesdays from 3:00pm-3:45pm. The focus of these meetings is to analyze student data (academic, behavioral, social, emotional), plan lessons, and share instructional strategies.
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Annual Report Finding	<p>Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons:</p> <p>Integration of Content Areas: While the Savvas curriculum is designed to effectively integrate various content areas, including career exploration, environmental and safety education, metric education, and consumer economics, there is a significant lack of consistent lesson plans that document when and how these topics are taught in the classroom.</p> <p>Insufficient Evidence of Compliance: The absence of detailed and customized lesson plans means there is inadequate evidence to demonstrate compliance with the requirements for integrating these essential content areas.</p>
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BIE Staff Responsible	Albuquerque ERC Education Specialist (School Improvement) and ADD-BOS Education Program Specialist (Curriculum and Instruction)
Resources	<p>1. Career Exploration and Orientation</p> <ul style="list-style-type: none"> • Khan Academy <ul style="list-style-type: none"> • Description: Offers free online courses and resources that use personalized learning techniques, including content on career exploration and orientation, designed to support teachers in delivering tailored instruction. • Website: Khan Academy • CareerOneStop <ul style="list-style-type: none"> • Description: A comprehensive resource for career exploration, providing tools and information for students to learn about various careers, job search strategies, and skills development. • Website: CareerOneStop <p>2. Environmental and Safety Education</p> <ul style="list-style-type: none"> • NEEF K-12 Environmental Education <ul style="list-style-type: none"> • Description: Provides a range of K-12 resources designed to support educators in integrating environmental topics into their curriculum, fostering environmental literacy and inspiring student engagement with environmental issues. • Website: NEEF K-12 Environmental Education • PBS Learning Media For Teachers <ul style="list-style-type: none"> • Description: This platform provides a collection of PK-12 educational resources, including videos, lesson plans, and interactive activities aligned with curriculum standards, covering environmental and safety education. • Website: PBS Learning Media For Teachers <p>3. Metric Education</p> <ul style="list-style-type: none"> • Khan Academy <ul style="list-style-type: none"> • Description: In addition to career exploration, Khan Academy offers resources on metric education, helping students understand the metric system through interactive lessons and exercises. • Website: Khan Academy <p>4. Consumer Economics (Including Personal Finances)</p> <ul style="list-style-type: none"> • Khan Academy <ul style="list-style-type: none"> • Description: Offers comprehensive resources on consumer economics and personal finance, including interactive lessons and practical exercises to help students understand financial literacy. • Website: Khan Academy • Jump\$tart Coalition for Personal Financial Literacy <ul style="list-style-type: none"> • Description: A coalition that provides resources and support for financial literacy education, including curriculum guides and teaching materials. • Website: Jump\$tart Coalition

Action Steps and Timeline on the next page.

Action Steps	Timeline
1. Develop a uniform lesson plan template to document the implementation of the curriculum and the integration of regulatory requirements.	Completed April 2025
2. Review lesson plans weekly by administration and BIE staff to ensure quality and adherence to regulatory requirements.	Ongoing SY 2025-2026
3. Administrators and BIE staff will develop a walkthrough form and will conduct walkthroughs to ensure adherence to instructional expectations.	Ongoing SY 2025-2026
4. The school will adopt Schoology as a lesson plan platform for the 2025-2026 school year, and in the absence of Schoology, staff will upload lesson plans to SharePoint.	Ongoing SY 2025-2026
5. Teachers will be trained on the lesson plan template, expectations, and the Schoology lesson plan platform.	Completed August 2025
6. Support will be provided through scheduled Professional Learning Communities.	Ongoing SY 2025-2026

Legal Citation: §36.23(c)(5):

- (c) The following content areas shall be integrated into the curriculum.
(5) Health education (includes meeting the requirements contained in 24 Stat. 69).

Monitoring (who, when, how):

- The Compliance Specialist will review lesson plans to ensure they incorporate health education as required by the regulation.
- The Compliance Specialist will conduct classroom walkthroughs during site visits to observe the implementation of health education instruction.

Success Criteria:

The HES junior high instructional program will include health education, as evidenced by lesson plans, curriculum maps, and classroom walkthroughs demonstrating effective instruction in this area.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	<ol style="list-style-type: none">1. Once fully staff, the plan is to provide Health and computer literacy every other Friday. The master schedule is already developed for this plan.2. A lesson plan template has been developed, and the ADD-BOS Curriculum and Instruction Specialist provided training to staff on its use on August 19th. Teachers began using the template during the week of September 2nd.3. The ADD-BOS Curriculum and Instruction Specialist will review lesson plans weekly and provide feedback to the school principal.4. The principal plans to do one walk through a day to give teachers feedback and monitor activities. Each teacher will receive one formal observation per semester. informal walkthroughs started in August. Use of COGNIA eleot 2.0 tool will begin in September. Walkthroughs will focus on 1 specific learning environment domain per month.5. Currently Lesson Plans are uploaded to the school's SharePoint site weekly. Lesson plans will transition to Schoology once all teachers have access.6. Teachers have been trained on both the lesson plan template and expectations. However, implementation in Schoology is delayed due to access issues.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Lack of Documentation for Health Education: While Physical Education (PE) was taught during the first half of the school year and included health education, there are insufficient lesson plans available to demonstrate compliance with health education requirements. The absence of adequate documentation makes it challenging to verify whether all required components of health education were adequately implemented.
BIE Staff Responsible	Albuquerque ERC Education Specialist (School Improvement) and ADD-BOS Education Program Specialist (Curriculum and Instruction)
Resources	KidsHealth in the Classroom <ul style="list-style-type: none">• Description: KidsHealth in the Classroom offers educators free health-related lesson plans. Each Teacher's Guide includes discussion questions, classroom activities and extensions, printable handouts,

	<p>quizzes, and answer keys, all aligned to National Health Education Standards.</p> <ul style="list-style-type: none"> • Website: KidsHealth in the Classroom <p>Arizona Health Education Standards and Resources</p> <ul style="list-style-type: none"> • Description: This resource provides information on Arizona's health education standards and additional resources for educators to support health education in schools. • Link: Arizona Health Education Standards and Resources <p>Native American Health Education Resources</p> <ul style="list-style-type: none"> • Website: Indian Health Service (IHS) • Description: Provides health education resources specifically for Native American communities, including culturally relevant materials and programs. <p>American Indian Health and Family Services</p> <ul style="list-style-type: none"> • Website: AIHFS <p>Description: Provides resources and programs focused on health education for Native American communities, including culturally relevant health education materials.</p>
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Action Steps	Timeline
1. Health Education will be provided in conjunction with Physical Education.	Ongoing SY 2025-2026
2. Develop a uniform lesson plan template to document the implementation of the curriculum and the integration of regulatory requirements.	Completed April 2025
3. Review lesson plans weekly by administration and BIE staff to ensure quality and adherence to regulatory requirements.	Ongoing SY 2025-2026
4. Administrators and BIE staff will develop a walkthrough form and will conduct walkthroughs to ensure adherence to instructional expectations.	Ongoing SY 2025-2026
5. The school will adopt Schoology as a lesson plan platform for the 2025-2026 school year, and in the absence of Schoology, staff will upload lesson plans to SharePoint.	Ongoing SY 2025-2026
6. Teachers will be trained on the lesson plan template, expectations, and the Schoology lesson plan platform.	Completed August 2025

25 CFR §36.30, Standard X - Grading Requirements

Legal Citation: §36.30(a)

(a) Each school shall implement a uniform grading system which assesses a student's mastery of the prescribed objectives of the courses of study undertaken. The mastery of prescribed course objectives shall be the primary measure of academic attainment for reporting student grades on report cards.

Monitoring (who, when, how):

- The Compliance Specialist will review the handbook grading policy to ensure it meets the requirements of this regulation upon completion of any revisions.
- The Compliance Specialist will review the lesson plan template and lesson plans during site visits to ensure that prescribed objectives are being taught.

Success Criteria:

HES will implement a uniform grading policy that assesses mastery of prescribed objectives, as evidenced through a written policy in the student handbook, lesson plans, scope and sequence documentation, and grades recorded in NASIS.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	<ol style="list-style-type: none">1. A grading policy has been drafted and will be added to the student/staff handbook. The policy will be proposed to the school board in October and added as an addendum. Timeline has been adjusted to give time for this process.2. A lesson plan template has been developed, and the ADD-BOS Curriculum and Instruction Specialist provided training to staff on its use on August 19th. Teachers began using the template during the week of September 2nd.3. Teachers are scheduled for curriculum-map training on October 3, 2025. This allows the staff enough time to complete their first unit in the curriculum.4. Data Binders will be set-up with the teachers in September 2025.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Lack of Grading Policy: HES has a grade level promotion policy stating that “a student advances to the next level based on measurable mastery of instructional objectives for the current grade,” as outlined in the Student Handbook. However, there is no grading policy present in either the teacher or student handbook, leaving it unclear whether grades are based on mastery of prescribed objectives. Common assessments are not used, and assessments are not reviewed by the administration or during Professional Learning Communities (PLCs).
BIE Staff Responsible	Albuquerque ERC Education Specialist (School Improvement)

<p>Resources</p>	<p>Understanding by Design (UbD) Framework</p> <ul style="list-style-type: none"> • Description: This framework helps educators design curriculum and assessments that focus on student mastery of learning objectives, ensuring that grading reflects true academic attainment. • Website: Understanding by Design <p>The National Council of Teachers of Mathematics (NCTM)</p> <ul style="list-style-type: none"> • Description: Provides guidelines and resources for assessing student mastery in mathematics, including effective grading practices that align with learning objectives. • Website: NCTM <p>The Center for Assessment</p> <ul style="list-style-type: none"> • Description: Provides research and resources on assessment practices, including the implementation of grading systems that accurately reflect student mastery of course objectives. • Website: Center for Assessment <p>Formative Assessment Strategies</p> <ul style="list-style-type: none"> • Description: Resources that provide strategies for using formative assessments to gauge student mastery throughout the learning process, informing grading practices. • Website: Assessment Resources
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Action Steps	Timeline
1. Revise the current student and teacher handbook to include a uniform grading policy.	October 2025
2. Develop a lesson plan template to document grade-level objectives.	Completed April 2025
3. Train on the curriculum maps for the school-selected curriculum to identify prescribed objectives.	October 2025
4. Develop/access/utilize formative assessments to measure mastery of prescribed lesson/unit objectives. Teachers will keep data binders with all assessments available for review by administrators.	Ongoing SY 2025-2026
5. The administrator and BIE staff will monitor NASIS to ensure the grading policy is followed.	Ongoing SY 2025-2026

Legal Citation: §36.30(b)

(b) The information derived from student instructional evaluations shall be shared with the student and with the parents and shall be used to give teachers and students direction for subsequent learning activities.

Monitoring (who, when, how):

- The Compliance Specialist will review the teacher handbook to ensure the policy meets the requirements of this regulation once it is complete.
- The Compliance Specialist will review classroom files during site visits to verify the implementation of the policy.
- The Compliance Specialist will monitor professional development by reviewing sign-in sheets, agendas, and professional development calendars.

Success Criteria:

HES will use information derived from instructional evaluations to make data-based decisions when planning instructional activities, as evidenced through data binders, lesson reflections, and lesson plans. Evaluation information will be shared with parents and students, as evidenced through conferences and progress reports.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	<ol style="list-style-type: none">1. Parents currently have access to NASIS so that they can monitor their student’s academic progress.2. Teacher contact logs will be reviewed during the next site visit.3. A lesson plan template has been developed, and the ADD-BOS Curriculum and Instruction Specialist provided training to staff on its use on August 19th. Teachers began using the template during the week of September 2nd.4. The ADD-BOS Curriculum and Instruction Specialist will review lesson plans weekly and provide feedback to the school principal. Assessments will be kept in data binders and reviewed by administrators.5. Teachers have training on assessment and instruction scheduled for the 2025-2026 School year.6. Parent-Teacher conferences are scheduled for the Fall and the Spring for School year 2025-2026.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Lack of Established System for Sharing Assessment Data: HES hosted parent-teacher conferences from October 28-31, 2024, to share grades and information with parents. However, there is no established system or expectation indicating that teachers are formally using assessment data to adjust learning activities. While some teachers may implement this practice, it is not consistently monitored or documented through lesson plans. Additionally, parents currently do not have access to the parent portal in NASIS, which limits their ability to track their children’s academic progress.
BIE Staff Responsible	Albuquerque ERC Education Specialist (School Improvement)
Resources	3 Steps to Developing an Asset-Based Approach to Teaching

- **Description:** This article provides practical steps to guide educators in using an asset-based approach to teaching and evaluating by focusing on students' strengths. It emphasizes the importance of recognizing and leveraging the unique assets that each student brings to the classroom.
- **Link:** [3 Steps to Developing an Asset-Based Approach to Teaching](#)

The Center for Responsive Schools

- **Description:** Provides resources for educators on how to effectively communicate with students and families about academic progress and evaluation results.
- **Website:** [Center for Responsive Schools](#)

Khan Academy

- **Description:** Offers tools for teachers to share student progress and assessment results with both students and parents, along with personalized learning resources.
- **Website:** [Khan Academy](#)

Kahoot!

- **Description:** A game-based learning platform that allows teachers to create quizzes and interactive games to assess student understanding in real-time.
- **Website:** [Kahoot!](#)

Google Forms

- **Description:** A versatile tool that can be used to create surveys, quizzes, and polls, allowing teachers to gather feedback and assess student understanding quickly.
- **Website:** [Google Forms](#)

Socrative

- **Description:** An interactive assessment tool that allows teachers to create quizzes and polls, track student progress, and receive immediate feedback.
- **Website:** [Socrative](#)

Flipgrid

- **Description:** A video discussion platform that enables students to respond to prompts with short videos, allowing for creative expression and formative assessment of understanding.
- **Website:** [Flipgrid](#)

Nearpod

- **Description:** An interactive lesson platform that allows teachers to create engaging lessons with embedded assessments, polls, and quizzes to gauge student understanding.
- **Website:** [Nearpod](#)

Edpuzzle

	<ul style="list-style-type: none"> • Description: A tool that allows teachers to create interactive video lessons by embedding questions and assessments within videos to check for understanding. • Website: Edpuzzle
	Plickers <ul style="list-style-type: none"> • Description: A tool that allows teachers to collect real-time formative assessment data using paper cards that students hold up, which can be scanned with a mobile device. • Website: Plickers
	Quizizz <ul style="list-style-type: none"> • Description: A game-based assessment tool that allows teachers to create quizzes that students can complete at their own pace, providing instant feedback and analytics. • Website: Quizizz

Action Steps	Timeline
1. Parents will be provided with NASIS access to track their students' academic progress.	Completed March 2025
2. All staff will maintain a contact log to document attempts to share student data.	Ongoing SY 2025-2026
3. Develop a lesson plan template to document the use of data in learning activities.	Completed April 2025
4. Review lesson plans and assessments weekly by administration and BIE staff for quality and adherence to expectations.	Ongoing SY 2025-2026
5. Conduct teacher training on formative and summative assessment and using data to drive instruction.	School Year 2025-2026
6. Hold parent-teacher conferences in the Fall and Spring.	School Year 2025-2026
7. Create a student-teacher conference guide and signature page.	October 2025

Legal Citation: §36.30(d) (1-3)

(d) Each school shall issue a report card to parents of students who are under the age of eighteen (18) and to students eighteen (18) years of age and older on a regular basis, but not less than four (4) times yearly. The report card shall include, but not be limited to, the following sections:

- (1) Recommendations and probable promotion status;
- (2) Appropriate signatures and request for return of report cards; and
- (3) Student attendance record.

Monitoring (who, when, how):

- The Compliance Specialist will review the report card policy in the student and teacher handbook to ensure it meets the requirements of this regulation once revisions are made.
- The Compliance Specialist will review student records during site visits to ensure that report cards comply with the requirements outlined in this regulation.

Success Criteria:

HES will issue report cards four times a year that contain key information identified in this regulation. Report cards with signatures or requests for signatures will be kept in students' cumulative records.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary.

Progress:	<ol style="list-style-type: none">1. A communications folder has been established on the School SharePoint site. It contains all communications sent to staff and stakeholders.2. The Assigned school improvement Specialist is working with the school to ensure all requirement elements are a part of the school report card through NASIS settings.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Incomplete Report Card Information: HES does issue report cards, but they do not contain all the required information as specified in the regulation. Currently, there are no signatures present on the report cards. Additionally, the probable promotion status will only appear on the final report card at the end of the school year.
BIE Staff Responsible	Albuquerque ERC Education Specialist (School Improvement)
Resources	<p>Edutopia - Effective Communication with Parents Description: Provides articles and resources on best practices for communicating with parents, including the importance of keeping communication logs to track interactions. Website: Edutopia</p> <p>The Center for Responsive Schools - Communication Logs Description: Offers guidance on using communication logs to document interactions with parents and students, ensuring transparency and accountability. Website: Center for Responsive Schools</p> <p>K12 Academics - Parent Communication</p>

	<p>Description: Provides resources and templates for effective parent communication, including how to maintain logs of communications regarding student progress and concerns.</p> <p>Website: K12 Academics</p>
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Action Steps	Timeline
1. Establish a school communication log to document all dates that documents are sent home and other school-to-home communications.	Completed March 2025
2. Review and modify end-of-year report cards to include the requirements of this regulation.	Ongoing SY 2025-2026
3. Teachers will review report cards and request parent/guardian signatures during parent-teacher conferences.	Ongoing SY 2025-2026
4. Send report cards home with students, requesting that they return signed report cards to be added to students' cumulative records when parents do not attend parent-teacher conferences or when conferences are not held.	Ongoing quarterly SY 2025-2026

25 CFR §36.31, Standard XI - Student Promotion Requirements

Legal Citation: 25 CFR § 36.31 (a-c):

Each school shall establish and implement a promotion policy which shall be submitted to and approved by the local school board and Agency Superintendent for Education or Area Education Programs Administrator, as appropriate.

- (a) Each grade level or equivalent shall have a minimum criterion for student promotion based primarily on measurable mastery of the instructional objectives
- (b) Criterion-referenced tests that evaluate student skills shall be utilized for measuring the mastery of instructional objectives. The evaluation results shall form the basis for the promotion of each student.
- (c) A student who has not participated, either directly or through approved alternative instructional methods or programs, in a minimum of 160 instructional days per academic term or 80 instructional days per semester without a written excused absence shall not be promoted. A school board or a school committee may review a promotion decision and, if warranted due to compelling and/or extenuating circumstances, rescind in writing such action on a case-by-case basis. Alternative instructional methods shall be submitted in writing for approval by the Agency Superintendent for Education or Area Education Programs Administrator, as appropriate.

Monitoring (who, when, how):

- The Compliance Specialist will review the promotion policy to ensure it meets the requirements of this regulation upon completion of the review and edits.
- The Compliance Specialist will review the approval documentation from the School Board and Education Program Administrator.

Success Criteria:

HES will establish a promotion policy that meets the requirements of this regulation, as evidenced through the teacher and student handbooks, and will have the necessary documents approved by the school board and education program administrator.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	<ol style="list-style-type: none">1. HES does have a promotion policy in the handbook; however, subpart (b) needs to be added as part of the promotion requirements. The timeline will be adjusted to allow time for this amendment.2. The policy still needs to be amended to add subpart (b). Once this is added, it can be sent to the school board for approval. The timeline will be adjusted to allow time for this amendment.3. All assessments will be kept in the teacher data binders and reviewed by administration regularly.4. The school did have school board approval for students that did not meet the promotion requirements for this regulation; however, this process needs to be refined and established to fully meet the requirements of this regulation. The decision was not made based on extenuating circumstances, not on a case-by-case basis. Timeline adjusted to refine the process by the end of next school year.
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Annual Report Finding

Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons:

	<p>Approval and Compliance Issues: There is a promotion policy included in the handbook that has been approved by the school board; however, there is currently no documentation indicating that the Education Program Administrator approved the policy as well.</p> <p>Implementation Issues with Promotion Criteria: While measurable mastery of instructional objectives is included in the approved grade-level promotion policy, it is not being fully implemented. The instructional program and assessments do not effectively measure grade-level instructional objectives, leading to discrepancies in how student mastery is evaluated.</p> <p>Absence of Evaluation Criteria in Promotion Policy: The requirement for criterion-referenced tests to evaluate student skills is not included in the school's promotion policy. While HES has reviewed and revised its handbook and policies, this specific sub-regulation was overlooked during the update process.</p> <p>Implementation Issues with Attendance Requirements: Although this requirement is included in the approved Grade Level Promotion Policy, it has not been fully implemented. All students who do not meet the minimum attendance requirements should have documented meetings with the school board or a committee to review their promotion decisions.</p>
BIE Staff Responsible	Albuquerque ERC Education Specialist (School Improvement)
Resources	<p>Sample Student Promotion Policy: Alachua County Public Schools, Florida</p> <ul style="list-style-type: none"> Description: This section on Student Promotion and Retention (pages 3-9) provides a comprehensive example of what a promotion policy may look like, including minimum criteria based on instructional objectives and assessments. It outlines the criteria for promotion, assessment methods, attendance requirements, intervention strategies, and the review process for promotion decisions. Link: Alachua County Public Schools Student Promotion Policy <p>Attendance Works</p> <ul style="list-style-type: none"> Description: A national initiative that provides resources and strategies for improving student attendance. It offers evidence-based interventions and best practices for schools to implement. Website: Attendance Works <p>The Council of Chief State School Officers (CCSSO) - Assessment Resources</p> <ul style="list-style-type: none"> Description: Provides resources and guidelines for developing and implementing assessments that align with state standards and measure student mastery. Website: CCSSO

Action Steps and Timeline on the next page.

Action Steps	Timeline
1. Revise the promotion policy in the teacher/student handbooks to ensure it meets the requirements of this regulation, including subpart (b) as part of the promotion requirement.	September 2025
2. Submit the revised promotion policy to the school board and Education Program Administrator for approval.	September 2025
3. The administrator and BIE staff will collect and review assessments to ensure they align with grade-level objectives and accurately reflect student mastery.	School Year 2025-2026
4. Establish a process and committee to review promotion decisions for students who do not meet attendance requirements.	May 2026
5. Create a template using NASIS to generate a quarterly report with attendance data to inform individual student promotion decisions.	October 2025

25 CFR §36.40, Standard XIII - Library/Media program

Legal Citation: §36.40(a)(1)
(a)Each school shall provide a library/media program which shall, as a minimum, meet the applicable state and/or regional standards, but shall not be limited to these, and shall include the following:

(1) A written set of instructional and service objectives shall be established that is integrated and consistent with the school's educational goals and philosophy. The librarian or educational media specialist, with students and staff, shall set objectives based on assessed academic and residential needs. The program and services will be evaluated yearly by the principal and the librarian or educational media specialist to determine the degree to which all objectives have been met.

Monitoring (who, when, how):

- The Compliance Specialist will review the master schedule to ensure that library services are scheduled for all students upon completion.
- The Compliance Specialist will conduct walkthroughs during site visits to observe whether library services are occurring according to the master schedule.
- The Compliance Specialist will review the BIE One Plan once it is complete in the Plan4Learning portal.
- The Compliance Specialist will review documentation from school board meetings to ensure the philosophy has been reviewed in conjunction with the school board.
- The Compliance Specialist will review data from questionnaires and the written set of instructional and service objectives.

Success Criteria:

HES will provide a library/media program that meets all requirements, as evidenced by a hired/contracted librarian on staff, library time in the master schedule, and documented walkthroughs.

HES will offer a library/media program with a written set of instructional and service objectives that is consistent with the school's needs and philosophy, as evidenced by the BIE One Plan, data from questionnaires, and documented objectives that drive the program.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	<div>1. The school comprehensive needs assessment was completed by June 30, 2025. The school has a vision and mission statement. Community data will be gathered during the community connections event on September 12, 2025. Once all data is gathered a school philosophy will be drafted and reviewed by stakeholders.</div> <div>2. The school SMART goals were established in June of 2025. The school SMART goals have been incorporated into Library Instructional goals and service objectives. The draft is complete and is being reviewed to be finalized by the end of September. Action steps have been adjusted to reflect this progress.</div> <div>3. Staff training is scheduled for September 19, 2025.</div>
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Annual Report Finding	<div>Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons:</div> <div>Lack of Library Services and Defined Philosophy: HES does not currently have a librarian. A contracted librarian who visited the school weekly resigned at the beginning of the school year. Additionally, HES does not have a defined school</div>
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	philosophy, although SMART educational goals have been set through the BIE One Plan.
BIE Staff Responsible	ADD-BOS Management Analyst and ADD-BOS Education Specialist (Special Education)
Resources	<p>American Indian Library Association - School Library Resources</p> <ul style="list-style-type: none"> • Description: This collection includes book lists, reading programs, library lesson plans, and other resources specifically designed to support school libraries and meet the needs of students. • Website: American Indian Library Association School Library Resources <p>American Association of School Librarians (AASL) - National School Library Standards</p> <ul style="list-style-type: none"> • Description: Provides a framework for school library programs, including instructional and service objectives that align with educational goals and philosophies. It offers guidance for librarians and educational media specialists in setting objectives based on assessed needs. • Website: AASL National School Library Standards <p>The American Library Association (ALA) - School Library Guidelines</p> <ul style="list-style-type: none"> • Description: Offers guidelines and best practices for establishing effective school library programs, including the development of instructional objectives that align with educational goals. • Website: ALA School Library Guidelines <p>The Association for Library Service to Children (ALSC) - Resources for School Libraries</p> <ul style="list-style-type: none"> • Description: Provides resources and tools for school librarians to enhance their programs, including lesson plans, book recommendations, and strategies for meeting the needs of diverse learners. • Website: ALSC Resources

Action Steps	Timeline
1. Establish a team, including stakeholders, to finalize a school philosophy that reflects the needs of the students and community using data from the comprehensive needs assessment.	December 2025
2. Review and finalize the library handbook which includes instructional and service objectives for the library aligned with SMART goals.	September 2025
3. Train the HES staff on library policies and procedures.	September 2025

Legal Citation: §36.40(a)(2)(i-v)

A written policy for the selection of materials and equipment shall be developed by a library committee in collaboration with the librarian and be approved by the school board. The collection of materials shall include as a minimum the following:

- (i) A collection of books suitable for the range of student abilities and interests being served in the following ADM ratios.
 - (A) Elementary K-6, 15 books per student
 - (B) Middle 7-8, 12 books per student
 - (C) Secondary 9-12, 10 books per studentIt is required that materials pertaining to Indian Tribes and/or Alaskan Natives be integrated within this basic collection.
- (ii) Eight (8) to 12 percent of the basic collection must be composed of reference books, currently relevant and in a state of good physical condition, for practical use. Single copies of the principal textbooks used to complement instruction shall be in the collection, but textbooks cannot be counted toward this standard.
- (iii) A periodical collection, suitable for the range of student abilities and interests being served, consisting of one (1) periodical for every ten (10) students, shall be maintained. Schools of over 200 will have a base collection of 20 periodicals.
- (iv) A professional collection for the school staff shall be developed and maintained by the librarian in cooperation with a faculty committee.
- (v) A variety of audio-visual materials, suitable for the range of instruction being provided, of at least 750 items or five (5) items for each student, whichever is larger, and inclusive of materials located in the classrooms shall be maintained. This category includes some of each of the following: Tactile objects, globes, models, maps, films, film-strips, microforms, slides, audio and video tapes, recordings, transparencies and graphics, and the equipment to use all of these. Multiple items within a specific set of materials will be counted as separate items.

Monitoring (who, when, how):

- The Compliance Specialist will review all documentation and meeting sign-in sheets for the library committee during site visits.
- The Compliance Specialist will review the approved written policy uploaded on the school's OneDrive account.

Success Criteria:

HES will have an established library committee with a school board-approved written policy for the selection of materials, as evidenced through meeting agendas, sign-in sheets, and the approved policy uploaded to the school's SharePoint.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	<ol style="list-style-type: none">1. The structure for the school Library Committee has been outlined in the draft Library Handbook. The committee will be formally established by October 2025.2. A draft of the library policy has been included in the Library Handbook. It is scheduled for review and approval by October 2025.3. Once finalized by the Library Committee, the policy will be submitted to the school board for formal approval.4. The school has selected OpenLibrary.org as a virtual library resource. The site is currently undergoing the IT approval process.5. In August 2025, a team of BIE staff and a contracted librarian traveled to Supai. During the visit, Books were inventoried, barcoded, sorted, and arranged for student use. Staff training is scheduled for September 19, 2025. Students will begin accessing the library in October.
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	<p>Additional library books are being ordered to expand the collection. BIE has initiated the process of adding Lexile ranges to the book records in the library system, this is Phase 2 of the Library Project.</p> <p>6. The facilitators are editing an annotated bibliography of written materials about the Havasupai tribe. A tribal member provided a review to ensure cultural sensitivity, accuracy, and relevance. Published materials are primarily from perspectives outside of the community.</p>
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Annual Report Finding	<p>Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons:</p> <p>Lack of Written Policy and Inventory: HES lacks a written policy for the selection of materials and equipment. While the school has a large collection of books suitable for a variety of student abilities and interests, this collection has not been inventoried, leaving it unclear whether it meets the criteria for compliance with relevant regulations. Furthermore, textbooks are not part of the library collection, and there is insufficient documentation regarding the inclusion of materials relevant to Indian Tribes and/or Alaskan Natives. Additionally, the school does not subscribe to periodicals for students, and although there are some audio-visual materials on campus, these resources are also not inventoried or tracked due to the absence of a librarian. Consequently, the library's ability to effectively support student learning and comply with regulatory standards is compromised.</p>
BIE Staff Responsible	ADD-BOS Management Analyst and ADD-BOS Education Specialist (Special Education)
Resources	<p>American Library Association - School Library Selection Criteria</p> <ul style="list-style-type: none"> • Description: A Selection & Reconsideration Policy Toolkit for public, school, and academic libraries. This resource includes the importance of selection policies, basic components of selection policies, and guidelines for developing effective selection criteria for library materials. • Link: American Library Association School Library Selection Criteria <p>American Indian Library Association - School Library Resources</p> <ul style="list-style-type: none"> • Description: This collection includes book lists, reading programs, library lesson plans, and other resources specifically designed to support school libraries and meet the needs of students, particularly in relation to American Indian culture and literature. • Link: American Indian Library Association School Library Resources

Action Steps and Timeline on the next page.

Action Steps	Timeline
1. Establish a library committee composed of a librarian (once appointed), a teacher representative, an administrator, parents, students, and school board members.	October 2025
2. The committee will develop a written policy for the selection of materials and equipment that meets the regulations outlined above.	Completed August 2025
3. Send the policy to the school board for approval.	October 2025
4. Research virtual options for library services	Completed August 2025
5. The BOS team will travel to Supai to assist with library set-up, inventory, and to assess further needs.	Completed August 2025
6. With the help of the facilitator, research and identify materials about the Havasupai tribe.	Ongoing SY 2024-2025

Legal Citation: §36.40(a)(3)

(3) There shall be a library media center serviced by a librarian. Schools with fewer than 200 students are encouraged, wherever feasible, to cooperate in sharing librarian resources. Schools within an Agency and/or Area may cooperatively share the costs and services of a librarian who shall facilitate sharing of the combined available resources among the cooperating schools in accordance with the following ratios:

School Enrollment (ADM)

Up to 100 - 1/5 time librarian

101-200 - 1/5 time librarian and 1/2 time library aide or 20 hours of library activity

201-400 - 1 full-time librarian or 2/5 time librarian provided the school has a full-time library aide

401 + - 1 full-time librarian and a full-time library aide

Monitoring (who, when, how):

- The Compliance Specialist will monitor library services through site visits, the master schedule, and financial calls with contract reviews.

Success Criteria:

HES will provide library services by a certified librarian a minimum of one day a week, as evidenced by the master schedule, library service plan, and current school contracts.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	<ol style="list-style-type: none">1. Once library training is completed, the library will be added to the school's master schedule. All teachers and students have been entered into the Little Library System, enabling them to check out books during their scheduled library time. Currently, the school does not have a designated librarian.2. BIE is actively recruiting a school librarian. In the interim:<ul style="list-style-type: none">• Teaching staff are being trained to facilitate library specials.• A designated teacher has been assigned to lead the library special.• BIE is pursuing support from a community volunteer—a former public librarian—to assist with library specials and events.• These efforts aim to ensure the sustainability and accessibility of library services and effective management of the library system.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Absence of Librarian Services: The school does not have a librarian to service the library media center. Although the current school enrollment is less than 100 students, which would typically require at least a part-time librarian, the absence of a librarian limits the functionality and effectiveness of the library media center.
BIE Staff Responsible	ADD-BOS Management Analyst and ADD-BOS Education Specialist (Special Education)
Resources	Design Tips for an Elementary Media Center <ul style="list-style-type: none">• Description: This blog lists considerations for creating an effective school library media center, focusing on design elements that enhance learning and engagement for elementary students.• Link: Design Tips for an Elementary Media Center American Indian Library Association - School Library Resources

	<ul style="list-style-type: none"> • Description: This collection includes book lists, reading programs, library lesson plans, and other resources specifically designed to support school libraries and meet the needs of students, particularly in relation to American Indian culture and literature. • Link: American Indian Library Association School Library Resources
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Action Steps	Timeline
1. Create a master schedule that includes library services from the beginning of the school term through the close of the school term.	September 2025
2. Provide resources, training, and materials for library services to all instructional staff to ensure continuity of services in the absence of librarian.	Ongoing

Legal Citation: §36.40(a)(4)

(4) All libraries must conduct an annual inventory of available books, materials, and equipment in accordance with the acquisitions and selection policies

Monitoring (who, when, how):

- The Compliance Specialist will check inventories upon completion.
- The Compliance Specialist will participate in financial review calls to monitor purchasing.

Success Criteria:

Havasupai Elementary School (HES) will conduct an annual inventory using a systematic approach and keep all inventory records in school files.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary.

Progress:	<ol style="list-style-type: none">1. In August 2025, a team of BIE staff and a contracted librarian traveled to Supai. During the visit, Books were inventoried, barcoded, sorted, and arranged for student use. Staff training is scheduled for September 19, 2025. Students will begin accessing the library in October. Additional library books are being ordered to expand the collection. BIE has initiated the process of adding Lexile ranges to the book records in the library system; this is phase 2 pf the library project.2. The school has selected OpenLibrary.org as a virtual library resource. The site is currently undergoing the IT approval process.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Lack of Annual Inventory: HES has not conducted an annual inventory of available books, materials, and equipment, which is essential for ensuring compliance with acquisition and selection policies.
BIE Staff Responsible	ADD-BOS Management Analyst and ADD-BOS Education Specialist (Special Education)
Resources	American Library Association - School Library Selection Criteria <ul style="list-style-type: none">• Description: A Selection & Reconsideration Policy Toolkit for public, school, and academic libraries. This resource includes the importance of selection policies, basic components of selection policies, and guidelines for developing effective selection criteria for library materials.• Link: American Library Association School Library Selection Criteria How to Inventory the School Library Collection <ul style="list-style-type: none">• Description: A school librarian describes the inventory process she follows step-by-step, providing practical guidance for conducting an inventory of the school library collection to ensure accuracy and organization.• Link: How to Inventory the School Library Collection

Action Steps and Timeline on the next page.

Action Steps	Timeline
1. The BOS team will travel to Supai to assist with library set-up, inventory, and to assess further needs.	Completed August 2025
2. The team will research online library options to utilize as an option for library services.	Completed August 2025

25 CFR §36.41, Standard XIV - Textbooks

Legal Citation: §36.41(a)

(a) Each school shall establish a textbook review committee composed of teachers, parents, and students, and school board members. Appointment to the textbook review committee shall be subject to school board approval.

Monitoring (who, when, how):

- The Compliance Specialist will review the approved list for the textbook review committee and any documents related to the selection on the school's SharePoint site or during site visits.

Success Criteria:

HES will have an established and approved textbook review committee composed of teachers, parents, students, and school board members, as evidenced through meeting sign-ins and agendas.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary.

Progress:	<ol style="list-style-type: none"> The BOS team is planning a site visit in September to recruit and establish a leadership team. Once the staff Leadership team is established, teachers will assist in selecting students and communicating the opportunity to parents. West Ed materials have been compiled and will be on the school SharePoint site to guide the textbook review process. Facilitators are prepared to distribute fliers and information via bulletin board postings, word of mouth. Facilitators held office hours July 11, 14, 15 in Supai. This advances relationship building to help inform community members of textbook review opportunities.
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Annual Report Finding	<p>Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons:</p> <p>Lack of Textbook Review Committee: HES has not established a textbook review committee composed of teachers, parents, students, and school board members, which is necessary for compliance with the required standards.</p>
BIE Staff Responsible	ADD-BOS Education Specialist (Special Education)
Resources	<p>Greenwich Public Schools Textbook Review Committee</p> <ul style="list-style-type: none"> Description: Information about Greenwich Public School's textbook review committee, including its purpose, objectives, and the process for reviewing textbooks to ensure they meet educational standards and community values. Link: Greenwich Public Schools Textbook Review Committee <p>Guide for Selecting Anti-Bias and Anti-Racist Classroom Texts</p> <ul style="list-style-type: none"> Description: This guide presents considerations and questions to ask when determining if a text is inclusive, helping educators select anti-bias and anti-racist materials for their classrooms. Link: Guide for Selecting Anti-Bias and Anti-Racist Classroom Texts <p>American Library Association - Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries</p>

	<ul style="list-style-type: none"> • Description: Offers guidelines for materials reconsideration committees, providing a framework for addressing challenges to library materials and ensuring fair and transparent processes. • Link: ALA Selection & Reconsideration Policy Toolkit
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Action Steps	Timeline
1. Establish a leadership team that consists of school staff. This team will be part of the textbook review committee.	September 2025
2. Recruit and develop a parent, school board, and student panel that will advise the leadership team and participate in the textbook review process.	October 2025
3. Collaborate with the ADD-BOS curriculum and instruction education specialist to utilize resources from the West Ed curriculum team to develop guidelines and a framework for the textbook review committee.	October 2025
4. Work with the facilitator to enlist parents to be a part of the textbook review committee.	September-October 2025
5. Submit the committee to the school board for approval	October 2025

Legal Citation: §36.41(b)

- (b) The textbook review committee shall establish a procedure and criteria for the annual review of textbooks and other materials used to complement instruction. The criteria shall include, but not be limited to, the following:
- (1) The textbooks content shall meet the course objectives which are within the adopted school curriculum.
 - (2) The textbooks shall, as much as possible, reflect cultures accurately.
 - (3) The textbooks shall be current, in good physical condition, and varied in reading levels.

Monitoring (who, when, how):

- The Compliance Specialist will review the meeting and consultation documentation during site visits or on the school SharePoint site.
- The compliance specialist will review the procedure and criteria for the annual review of textbooks on the school SharePoint site to ensure they meet the requirements of this regulation.

Success Criteria:

HES will have a textbook review committee with an established procedure and criteria for the annual review of textbooks, as evidenced by a written procedure and rubrics that are used in their annual review.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	<ol style="list-style-type: none">1. West Ed materials have been compiled and will be on the school SharePoint site to guide the textbook review process.2. Facilitators are prepared to distribute fliers and information via bulletin board postings, word of mouth. <p>Facilitators held office hours July 11, 14, 15 in Supai. This advances relationship building to help inform community members of textbook review opportunities.</p>
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Absence of a Textbook Review Committee: HES has not established a textbook review committee for the annual review of textbooks and other materials used to complement instruction. This sub-regulation is contingent upon the establishment of a textbook review committee, which has yet to be formed.
BIE Staff Responsible	ADD-BOS Education Specialist (Special Education)
Resources	<p>Greenwich Public Schools Textbook Review Committee</p> <ul style="list-style-type: none">• Description: Information about Greenwich Public School’s textbook review committee, including its purpose, objectives, and the process for reviewing textbooks to ensure they meet educational standards and community values.• Link: Greenwich Public Schools Textbook Review Committee <p>Guide for Selecting Anti-Bias and Anti-Racist Classroom Texts</p> <ul style="list-style-type: none">• Description: This guide presents considerations and questions to ask when determining if a text is inclusive, helping educators select anti-bias and anti-racist materials for their classrooms.• Link: Guide for Selecting Anti-Bias and Anti-Racist Classroom Texts <p>American Library Association - Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries</p>

	<ul style="list-style-type: none"> • Description: Offers guidelines for materials reconsideration committees, providing a framework for addressing challenges to library materials and ensuring fair and transparent processes. <p>Link: ALA Selection & Reconsideration Policy Toolkit</p>
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Action Steps	Timeline
1. Collaborate with the ADD-BOS curriculum and instruction education specialist to utilize resources from the West Ed curriculum team to develop guidelines and a framework for the textbook review committee.	Completed July 2025
2. The facilitators will assist with communicating textbook review opportunities to the Havasupai tribal community to ensure their needs are met.	Ongoing School Year 2025-2026

25 CFR §36.42, Standard XV - Counseling Services

Legal Citation: §36.42

Each school shall offer student counseling services concerned with physical, social, emotional, intellectual, and vocational growth for each individual. Counseling services shall be included in a school-wide assessment program.

Monitoring (who, when, how):

- The Compliance Specialist will review the documentation of counseling services and the school testing plans during site visits.

Success Criteria:

HES will offer a counseling program that addresses physical, social, emotional, intellectual, and vocational growth for each student, as evidenced through counseling logs. The HES counseling program will be included in the school-wide assessment program, as evidenced through training logs and the school testing plan.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary.

Progress:	<ol style="list-style-type: none">1. Counselors maintain full SY calendars with scheduled monthly counseling activities. Office hours and a standardized template for individual service logs have been established. Counselors deliver weekly SEL lessons in classrooms. Tier 2 interventions will be provided in small group settings. One counselor is always available for student support. The current focus is on activities for September, October, and November, including monthly family engagement components.2. Counseling staff were trained during the week of August 17th on using the counseling service log to track student services. Counselors will utilize the Character Strong curriculum and a standardized counseling lesson plan template.3. HES is implementing a comprehensive counseling framework aligned with the American School Counselor Association (ASCA) National Model. Counselors will collaborate with school staff to address the key domains outlined in the ASCA framework, ensuring a data-informed, student-centered approach.
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Annual Report Finding	<p>Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons:</p> <p>Interruption of Counseling Services: For most of the 2024-2025 school year, the school counselor was assigned to teach in a 3rd/4th-grade classroom. After resigning on December 11, 2024, a new counselor was appointed and started on December 17, 2024. During the period when the school counselor was assigned to teaching duties, no counseling services were provided, which significantly impacted the emotional and social support available to students.</p> <p>Uncertainty in Comprehensive Support: Although the new counselor is now teaching Social-Emotional Learning (SEL) classes, it remains unclear whether the new school counselor is adequately addressing all areas of student support, including physical, social, emotional, intellectual, and vocational growth as required by the regulation. This uncertainty necessitates further evaluation of the services being provided.</p>
BIE Staff Responsible	ADD-BOS Student Behavioral Health Program Specialist and ADD-BOS Education Specialist (Special Education)
Resources	American School Counselor Association (ASCA)

	<ul style="list-style-type: none"> • Website: ASCA • Description: Provides comprehensive resources for school counseling programs, including guidelines for addressing the various aspects of student growth and development. <p>National Association of School Psychologists (NASP)</p> <ul style="list-style-type: none"> • Website: NASP • Description: Offers resources and best practices for school psychologists and counselors, focusing on mental health, social-emotional learning, and academic support.
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Action Steps	Timeline
1. The school counselor will develop a school-year calendar, schedule, and documented procedures for meeting all student needs stated in this regulation.	Completed August 2025
2. The school will track services through service logs and lesson plans.	Ongoing SY 2025-2026
3. Create a comprehensive framework for the counseling program and how it will address these areas.	Completed August 2025

Legal Citation: §36.42(b)(1) - Each counseling program shall provide the following:

(1) Each school having a minimum school ADM of 200 students shall make provisions for the full-time professional services of a counselor, and each school enrolling fewer than 200 students shall make provisions for a part-time professional counselor.

Monitoring (who, when, how):

- The compliance specialist will review the counselor’s schedule, lesson plans, logs, and other documentation that counseling services are being provided to students.

Success Criteria:

HES will have a part-time professional counselor, as evidenced by the counselor’s schedule, lesson plans, service logs, and other documentation.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary at this time.

Progress:	1. HES has two counselors for full-time professional services in the 25-26 SY. In the absence of sufficient certified teaching staff to cover classrooms, and in case a counselor or other staff member needs to substitute or be detailed: a draft of the class coverage protocols is available. It will need to be reviewed by the EPA, communicated to the principal and tracked through the class coverage tracker. Action steps updated to reflect next steps. This coverage protocol ensures that HES makes provisions for part-time professional counseling services to continue in time of staff shortages.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Interruption of Counseling Services: For most of the 2024-2025 school year, the school counselor was assigned to teach in a 3rd/4th grade classroom. After resigning on December 11, 2024, a new counselor was appointed and started on December 17, 2024. During the period when the school counselor was assigned to teaching duties, no counseling services were provided, impacting the emotional and social support available for students.
BIE Staff Responsible	ADD-BOS Student Behavioral Health Program Specialist and ADD-BOS Education Specialist (Special Education)
Resources	<p>American School Counselor Association (ASCA) - Leadership Development</p> <ul style="list-style-type: none"> • Description: ASCA provides resources and professional development opportunities focused on the leadership role of school counselors, including webinars, workshops, and publications. • Website: ASCA Leadership Development <p>The National Center for School Counseling Outcome Research and Evaluation (CSCORE) - Leadership Resources</p> <ul style="list-style-type: none"> • Description: Provides resources and research on the effectiveness of school counseling programs and the leadership roles counselors can play in educational settings. • Website: CSCORE Leadership Resources

Action Steps and Timeline on the next page.

Action Steps	Timeline
1. HES will develop a staffing contingency plan for long-term absences to ensure that counseling services are not disrupted in the future.	Completed August 2025
2. Principal, EPA, and counselor review of the position description of the counselor to ensure adherence to the counselor's role and duties, and professional development.	September 2025
3. Submit class coverage protocol to the EPA to review and communicate the principal.	October 2025

Legal Citation §36.42(b)(2) - Each counseling program shall provide the following:

(2) The counselors shall be familiar with the unique tribal, social, and economic characteristics of students.

Monitoring (who, when, how):

- The Compliance Specialist will review onboarding and training materials for the school counselor.
- The compliance specialist will review documentation that the counselor received training and resources on the unique tribal, social, and economic characteristics of the students.

Success Criteria:

HES will provide onboarding training materials and resources to all counselors, as evidenced by training materials and documentation that training was received.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary.

Progress:	<ol style="list-style-type: none">1. The facilitators are working with the HES Principal and BIE Compliance Specialist to orient school staff to the Supai community and introduce them to a group of Supai community members on September 12 at 1 p.m. This session, called Community Connections, provides a foundation for compliance with the following regulations:<ul style="list-style-type: none">o §36.20(b)(2) - Native culture in all curriculum areaso §36.42(b)(2) - The counseling program shall provide the following: The counselors shall be familiar with the unique tribal, social, and economic characteristics of students2. Facilitators prepared a list of key community events to ensure that BIE personnel are informed for planning purposes.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Lack of Formal Integration in the Counseling Program: Since the initial assessment, HES has had three school counselors working with the students. In conversations with each counselor, some expressed that they had read books about the community and took the initiative to learn more about the unique tribal, social, and economic characteristics of the students. However, this initiative is not formally integrated into the HES counseling program, and there are no materials or information readily provided to support the counselors in understanding these essential aspects of the student population.
BIE Staff Responsible	ADD-BOS Student Behavioral Health Program Specialist and ADD-BOS Education Specialist (Special Education)
Resources	<p>Hirst, Steven. <i>I Am the Grand Canyon</i>. 2006.</p> <ul style="list-style-type: none">• A narrative that explores the cultural significance and natural beauty of the Grand Canyon, providing insights into the indigenous perspectives of the area. <p>Iliff, Flora Gregg. <i>People of the Blue Water</i>. 1985.</p> <ul style="list-style-type: none">• This book offers a look into the lives and traditions of the indigenous peoples living near water bodies, emphasizing their connection to the environment.

	<p>Tikalsky, Frank, and Catherine A. Euler. <i>The Sacred Oral Tradition of the Havasupai: As Retold by Elders and Headmen Manakaja and Sinyella, 1918-1921</i>. 2011.</p> <ul style="list-style-type: none"> A collection of oral histories from Havasupai elders, preserving their cultural narratives and teachings. <p>Duran, Eduardo. <i>Healing the Soul Wound</i>. 2019.</p> <ul style="list-style-type: none"> This book discusses the psychological impacts of colonization on indigenous peoples and offers pathways for healing and recovery. <p>Linklater, Renee. <i>Decolonizing Trauma Work: Indigenous Stories and Strategies</i>. 2014.</p> <ul style="list-style-type: none"> A resource that addresses trauma within indigenous communities and presents strategies for decolonizing trauma work through storytelling and cultural practices.
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Action Steps	Timeline
1. Develop a PowerPoint presentation with the help of Tribal Elders and the School Board to highlight important aspects of the community and culture that they would like educators and staff in the school to know.	September 2025
2. Organize panel discussions with community members focused on integrating cultural beliefs and values into the counseling program.	September 2025
3. Collaborate with the facilitator to find resources in the tribe and community. (Community members, events, and documents)	Ongoing 2025

Legal Citation §36.42(b)(3)(ii) - The counseling program shall contain the following:

(ii) Counseling techniques and documentation procedures to provide for the career, academic, social, and personal needs of the students which are based on the cultural beliefs and values of the students being served;

Monitoring (who, when, how):

- The compliance specialist will review procedural documents for the counseling programs.

Success Criteria:

HES will have a counseling program with techniques and documentation procedures to provide for the career, academic, social, and personal needs of students based on cultural beliefs and values, as evidenced by procedural documents, logs, and plans.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary.

Progress:	<ol style="list-style-type: none">1. The facilitators are working with the HES Principal and BIE Compliance Specialist to orient school staff to the Supai community and introduce them to a group of Supai community members on September 12 at 1 p.m. This session, called Community Connections, provides a foundation for compliance with the following regulations:<ul style="list-style-type: none">o §36.20(b)(2) - Native culture in all curriculum areaso §36.42(b)(2) - The counseling program shall provide the following: The counselors shall be familiar with the unique tribal, social, and economic characteristics of studentso §36.42(b)(3)(ii) - The counseling program shall contain the following: Counseling techniques and documentation procedures to provide for the career, academic, social, and personal needs of the students which are based on the cultural beliefs and values of the students being served2. HES has documentation procedures such as counseling plans, progress reports, and logs.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Lack of Counseling Documentation Procedures: HES currently lacks program policies or procedures for documentation related to counseling, including counseling plans, forms, logs, or progress reports. Although HES utilizes the Character Counts curriculum in its Social-Emotional Learning (SEL) classes, this curriculum does not align with the cultural beliefs and values of the students being served.
BIE Staff Responsible	ADD-BOS Student Behavioral Health Program Specialist and ADD-BOS Education Specialist (Special Education)
Resources	Panel discussions with community members focused on integrating cultural beliefs and values into the counseling program

Action Steps and Timeline on the next page.

Action Steps	Timeline
1. Collaborate with the ADD-BOS Behavioral Health Specialist to develop documentation procedures such as counseling plans, progress reports, and logs.	September 2025
2. Develop a PowerPoint presentation with the help of Tribal Elders and the School Board to highlight important aspects of the community and culture that they would like educators and staff in the school to know.	September 2025
3. Organize panel discussions with community members focused on integrating cultural beliefs and values into the counseling program.	September 2025
4. Work with the facilitator to engage community members to ensure the Social Emotional Learning (SEL) program reflects cultural beliefs and values.	Ongoing

Legal Citation: §36.42(b)(3)(iii)

(3) The counseling program shall contain the following:

(iii) Preventative and crisis counseling on both individual and group bases;

Monitoring (who, when, how):

- The Compliance Specialist will review counseling plans and logs, along with lesson plans for SEL classes.
- The Compliance specialist will ensure regulations are being met through walkthroughs during site visits.

Success Criteria:

HES will have a counseling program that contains preventative and crisis counseling on both individual and group bases as evidenced through schedules, plans, and logs.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary.

Progress:	<ol style="list-style-type: none">1. Preventative counseling is provided through daily SEL lessons scheduled for each grade level. Counselors have a whole group lesson plan template to document the SEL topics taught each week. Small group intervention time can be provided each week for small group skills work for students who need extra practice during the Enrichment blocks each day, or on an as needed basis, documented through small group lesson plans. A service Log has been provided to the school counselors which documents when individual crisis counseling is delivered. School Counselors push into grade level classrooms to provide preventative counseling support daily, in addition to the daily SEL block, to provide beginning of the school year SEL support and build rapport. The HES Counselors are on the “Eagle Support” Crisis Counseling Team and respond to students in distress to provide crisis support and counseling.2. A Counseling Time on Track Tracker has been developed for counselors to log time spent on various duties during the school day.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Insufficient Counseling Services: Currently, the counselor offers Social-Emotional Learning (SEL) classes and has limited time (35 minutes twice a week) for individual counseling. The program has been in place for less than two months and will be reassessed to examine scheduling and counseling logs to gauge its effectiveness. However, the current structure does not adequately provide for preventative and crisis counseling on both individual and group bases.
BIE Staff Responsible	ADD-BOS Student Behavioral Health Program Specialist and ADD-BOS Education Specialist (Special Education)
Resources	American School Counselor Association (ASCA) - Comprehensive School Counseling Programs <ul style="list-style-type: none">• Description: ASCA provides guidelines and resources for developing comprehensive school counseling programs, including preventative and crisis counseling strategies for individual and group settings.

	<ul style="list-style-type: none"> • Website: ASCA <p>National Association of School Psychologists (NASP) - Crisis Prevention and Intervention</p> <ul style="list-style-type: none"> • Description: Offers resources and guidelines for school psychologists and counselors on crisis prevention and intervention strategies, including how to support students in crisis situations. • Website: NASP Crisis Resources
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Action Steps	Timeline
1. Revise the school counselor schedule to give sufficient time to individual and group counseling sessions.	Completed August 2025
2. Counselor will log time spent on counseling duties and responsibilities, along with time outside of those duties	Ongoing SY 2025-2026

Legal Citation §36.42(b)(3)(iv) - The counseling program shall contain the following: (iv) Confidentiality and security of counseling records for each student; and

Monitoring (who, when, how):

- The compliance specialist will review security procedures for handling and storing counseling records. During site visits, the compliance specialist will view the counselor’s workspace to ensure security measures are being followed.

Success Criteria:

HES will have a counseling program that contains confidentiality and security of counseling records for each student as evidenced by a secure workspace with a locking file cabinet and locking doors and documented security procedures.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary.

Progress:	<ol style="list-style-type: none"> 1. The school counselor has a locking file cabinet as of March 2025. 2. HES has adopted the ASCA Ethical Standards for School Counselors for practice which includes sections on maintaining privacy in counseling practices, which is included in the HES Counseling Program Handbook.
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Annual Report Finding	<p>Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons:</p> <p>Lack of Secure Storage for Counseling Records: The counseling program currently lacks a locking file cabinet, which is essential for maintaining the confidentiality and security of student counseling records. This absence poses a significant risk to the protection of sensitive information.</p>
BIE Staff Responsible	ADD-BOS Student Behavioral Health Program Specialist and ADD-BOS Education Specialist (Special Education)
Resources	<p>American School Counselor Association (ASCA) - Ethical Standards for School Counselors</p> <ul style="list-style-type: none"> • Description: ASCA provides ethical guidelines regarding confidentiality and the handling of student records, emphasizing the importance of maintaining privacy in counseling practices. • Website: ASCA Ethical Standards <p>Family Educational Rights and Privacy Act (FERPA)</p> <ul style="list-style-type: none"> • Description: A federal law that protects the privacy of student education records, including counseling records. This resource outlines the rights of parents and students regarding access to and confidentiality of educational records. • Website: FERPA Overview

Action Steps and Timeline on the next page.

Action Steps	Timeline
1. Acquire a locking file cabinet and secure workspace for the school counselor.	Completed March 2025
2. Collaborate with the ADD-BOS Student Behavioral Health Program Specialist to develop security procedures for counseling records.	Completed August 2025

Legal Citation §36.42(b)(3)(v) - The counseling program shall contain the following:

(v) Design and implementation of orientation programs to facilitate the pupil's transition from elementary to junior high/middle school and from junior high/middle school to high school.

Monitoring (who, when, how):

- The compliance specialist will review plans, trackers, and sign-in sheets for the orientation program to facilitate the transition from middle school to high school on SharePoint and during site visits.

Success Criteria:

HES will design and implement an orientation program to facilitate the students' transition from middle school to high school, as evidenced by a written plan, trackers, and sign-in sheets to demonstrate collaboration.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary.

Progress:	<ol style="list-style-type: none">1. An 8th Grade Transition Program is designed to support 7/8 grades decisions for high school. The School Counselors received training on the plan and added transition activities to the full year calendar. The ADD BOS residential specialist is connected with the schools and other residential specialists.2. A tracker is utilized to track data for 8th graders at the end of the 2024-2025 School year, current 8th graders and upcoming 8th graders for high school transition tracking3. This event is scheduled for 2025-2026 School year.4. Facilitators are prepared to distribute fliers and information via bulletin board postings, word of mouth. Facilitators held office hours July 11, 14, 15 in Supai. This advances relationship building to help inform community members of learning opportunities.
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Annual Report Finding	Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Lack of Orientation Programs: HES has not designed and implemented orientation programs to facilitate the transition from elementary to junior high/middle school and from junior high/middle school to high school.
BIE Staff Responsible	ADD-BOS Student Behavioral Health Program Specialist and ADD-BOS Education Specialist (Special Education), ADD-BOS Education Program Specialist (Residential Life)
Resources	<p>The National Center for Transition Studies</p> <ul style="list-style-type: none">• Description: Provides research and resources focused on effective transition practices for students, including orientation programs that facilitate the move from middle school to high school. This includes tools for assessing student needs and program effectiveness.• Website: National Center for Transition Studies <p>American School Counselor Association (ASCA) - Transition Programs</p> <ul style="list-style-type: none">• Description: ASCA provides comprehensive resources and guidelines for school counselors to develop effective transition programs that support students moving from middle school to high school. This includes best practices for orientation sessions and activities.• Website: ASCA Transition Resources

Action Steps	Timeline
1. Establish connections with BOS, TCS, and NAV Off-Reservation Boarding schools to collaborate in creating a plan to support and calendar for student transition.	August 2025
2. Create a spreadsheet to monitor student progress in attending high school. Steps to get there, tracking whether they made it to school in the Fall.	Completed May 2025
3. Host an informational meeting for parents/guardians and students to provide resources and support families in preparing for the transition to high school.	Ongoing SY 2025-2026
4. The ADD-BOS Residential Specialist facilitates an event twice a year to give information on the BOS Off-Reservation Boarding Schools.	Ongoing SY 2025-2026
5. Collaborate with facilitators to ensure the event is well publicized across the community to encourage attendance.	Ongoing SY 2025-2026

Legal Citation §36.42(b)(3)(vi) - The counseling program shall contain the following:

(vi) Each junior or middle school and high school student shall receive academic counseling a minimum of twice yearly during which time the counselor shall assist the student in developing a written academic and career plan based on ability, aptitude, and interests. Additionally, counselors will assist high school students in selecting courses which satisfy the school's and the state's graduation requirements and the student's academic and career plan. Further, seniors will be given aid in completing registration and/or financial assistance applications for either vocational or academic post-secondary institutions.

Monitoring (who, when, how):

- The compliance specialist will review counseling logs/documentation of academic counseling and academic and career plans during site visits.

Success Criteria:

HES middle school students are receiving academic counseling twice per year, as evidenced by counseling logs and written academic and career plans.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary.

Progress:	<ol style="list-style-type: none"> 1. School has selected a career inventory and has developed a document to track Individual Student Career and Academic Transition Counseling Plan for implementation of this section of the legal citation 2. School Counselors Handbook includes this regulation and how to meet it and document. 3. School counselors have a mentor working with them to help develop and implement this regulation.
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Annual Report Finding	<p>Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons: Lack of Academic Counseling: HES has not had a counseling program for most of the 2024-2025 school year, primarily due to the counselor being assigned as a classroom teacher. As a result, 7th and 8th-grade students have not received academic counseling to develop written academic and career plans based on their abilities, aptitudes, and interests.</p>
BIE Staff Responsible	ADD-BOS Student Behavioral Health Program Specialist, ADD-BOS Education Program Specialist (Special Education)
Resources	<p>American School Counselor Association (ASCA)</p> <ul style="list-style-type: none"> • Website: ASCA • Description: Provides comprehensive resources, including guidelines for developing academic and career plans, professional development opportunities, and tools for effective counseling practices. <p>National Career Development Association (NCDA)</p> <ul style="list-style-type: none"> • Website: NCDA • Description: Offers resources and tools for career development, including frameworks for creating academic and career plans tailored to students' abilities and interests. <p>Khan Academy</p> <ul style="list-style-type: none"> • Website: Khan Academy

	<ul style="list-style-type: none"> • Description: Offers free resources for academic support, including personalized learning dashboards that can help students align their academic goals with their career interests.
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Action Steps	Timeline
1. Schedule academic counseling for all middle school students to develop academic and career plans.	2025-2026 School Year
2. BIE staff will research and select career aptitude and interest inventories to gather data on students to inform career and academic plans	August 2025
3. BIE staff will develop a career and academic plan template	August 2025

25 CFR §36.43, Standard XVI - Student Activities

Legal Citation: §36.43

All schools shall provide and maintain a well-balanced student activities program based on assessment of both student and program needs. Each activity program shall help develop leadership abilities and provide opportunities for student participation but not be limited to activities that include special interest clubs, physical activities, student government, and cultural affairs. The activity program shall be an integral part of the overall educational program.

(a) All student activities shall be required to have qualified sponsors and be approved by the school supervisor, and the school board shall approve the overall activity plan. A qualified sponsor is a professional staff member of the school that is given responsibility to provide guidance or supervision for student activities.

(b) A plan of student activity operations shall be submitted, by each activity at the beginning of each school year, to the school supervisor. The plan will include the purpose, structure, coordination, and planned types of fund-raising activities.

(h) The school shall provide for the safety and welfare of students participating in school-sponsored activities.

(i) Each sponsor of a student activity will be given orientation and training covering the responsibilities of a sponsor by the school supervisor.

- Monitoring (who, when, how):**
- The Compliance Specialist will review all documents, data from questionnaires, and sign-in sheets on the school’s SharePoint site.
 - During site visits, the compliance specialist will conduct a walkthrough of activities and review documentation on file at the school.

Success Criteria:

HES will provide and maintain a well-balanced student activities program based on an assessment of both student and program needs as evidenced through questionnaires, approved activity plans, and orientation documentation.

Funding /Expenditures necessary:

School administration has reported that there are no funds to support stipends for activity sponsors. The school may need to utilize grant funds to pay for after school activity sponsors.

Progress:	<div>1. Currently, Extra-curricular activities are embedded during the school day through Genius Time. Genius time is inquiry-based, student-directed learning scheduled daily on a rotation basis. It provides extracurricular activities to students wherein they can explore interests, develop skills, and foster a sense of belonging, which supports mental health and overall well-being. Current activities include Life Skills, Mindfulness, STEAM, Leadership, Library, PE, and Art. Each class rotates through a new activity every day. A draft student activities handbook has been created. It is currently being edited and will be finalized by the end of September 2025.</div> <div>2. Once the draft is finalized, it will be presented to the school board for approval before being added to the staff handbook. The timeline has been adjusted to allow time for the activity handbook to be approved.</div> <div>3. This actions step is slightly adjusted to broaden the ways the school will gather this data.</div> <div>4. Facilitators met individually with at least 43 tribal community members during site visits and meetings (Tribal Council, School Board, Learning Center, Elders Center) to gather input on priorities and needs. Facilitators led workshops and talks in Supai (makeup artistry, language and culture teaching, dice making for traditional games) involving community members. Facilitators initiated contact with Elders and community members to begin completing school volunteer applications, engaging local resources.</div>
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	<p>Facilitators are coordinating with 6 Supai community members interested in volunteering or working with students in areas like animal care, arts, baking, crafts, farming, storytelling, and life skills.</p> <p>Facilitators distributed hiring fliers and vacancy announcements through community contacts and bulletin boards in Supai, leveraging community networks.</p>
Annual Report Finding	<p>Havasupai Elementary School was rated as non-compliant with this regulation for the following reasons:</p> <p>Lack of Comprehensive Activity Plan: Currently, the only extracurricular activity at HES is the Native Language and Culture Club, which does have a qualified sponsor approved by the school supervisor. However, HES is rated as non-compliant with this regulation because, despite the school board approving the stipend list, there is no comprehensive activity plan that meets the required elements outlined in part (b), such as purpose, structure, coordination, and planned types of fundraising activities.</p> <p>Lack of Submitted Activity Plans: The HES staff handbook provides guidance regarding the opportunity to sponsor extracurricular activities; however, there are no further expectations or requirements communicated for potential activity sponsors. HES is rated as non-compliant due to the lack of submitted plans for student activity operations, which are necessary for effectively organizing and managing school activities.</p> <p>Absence of Documented Activity Procedures and Guidelines: HES is rated as non-compliant due to the lack of documented activity procedures and guidelines for school-sponsored activities. While the school handbook includes general guidelines for activity approval and stipend information, it does not provide specific expectations, protocols, or safety measures for sponsors, nor does it ensure the safety and welfare of students involved in such activities.</p> <p>Lack of Orientation and Training for Activity Sponsors: HES is rated as non-compliant because the school has not provided orientation and training regarding the responsibilities of activity sponsors by the school supervisor. Additionally, the school lacks documented procedures and guidelines for school-sponsored activities.</p>
BIE Staff Responsible	ADD-BOS School Safety Specialist and Education Program Specialist (Residential Life)
Resources	<p>Starting an Afterschool Program</p> <ul style="list-style-type: none"> • Description: These resources from Illinois describe ways to start an after-school program. • Link: Starting an Afterschool Program <p>National Association for Sport and Physical Education (NASPE)</p> <ul style="list-style-type: none"> • Website: SHAPE America • Resources: Look for standards and resources related to physical education and sports programs. <p>Safety Guidelines from the American Red Cross</p> <ul style="list-style-type: none"> • Website: American Red Cross • Resources: Look for first aid training and safety courses.

Action Steps and Timeline on the next page.

Action Steps	Timeline
1. Develop a standardized template for student activity operation plans, including purpose, structure, coordination, and planned fundraising activities.	September 2025
2. Revise the staff handbook to include expectations and guidelines for potential sponsors of activities	October 2025
3. Gather student data on interests and preferences for extracurricular activities.	September 2025
4. With the assistance of the Facilitator, identify community and tribal resources for cultural activities.	Ongoing SY 2025-2026
5. Submit the operation plans for approval to the school board.	October 2025
6. Orientation and training will be given to all staff who will be activity sponsors with a sign-in acknowledging responsibilities.	October 2025

25 CFR §36.51, Standard XVIII - Office of Indian Education Programs and Agency Monitoring and Evaluation Responsibilities

Legal Citation: §36.51(a)

(a) The Office of Indian Education Programs shall monitor and evaluate the conformance of each Agency or Area, as appropriate, and its schools with the requirements of this part. In addition, it shall annually conduct onsite monitoring at one-third of the Agencies and Areas, thereby monitoring onsite each Agency and/or Area at least once every three (3) years. Within 45 days of the onsite visits, the Director shall issue to each Agency Superintendent for Education or Area Education Programs Administrator, as appropriate, a written report summarizing the monitoring findings and ordering, as necessary, required actions to correct noted deficiencies.

Monitoring (who, when, how):

- The Compliance Specialist will work as a part of the Chief Performance Office (CPO) to schedule, plan, and facilitate onsite monitoring for the school year 2025-2026.
- The Compliance Specialist will work with the CPO to review reports and ensure they are delivered to the school within 30 days of the monitoring.

Success Criteria:

The Bureau of Indian Education, through the Chief Performance Office, will conduct onsite monitoring of Havasupai Elementary School every 3 years to monitor and evaluate the requirements of this part.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary.

Progress:	1. The monitoring is planned for the week of January 12, 2026. The date had to be adjusted to a time when lodging is available for the entire review team. Timeline is adjusted to reflect the new monitoring dates.
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Action Steps and Timeline on the next page.

Annual Report Finding	This regulation was rated as non-compliant because the Director’s Office has not fully monitored and evaluated the conformance of the Education Resource Center (ERC) and its schools with the requirements set forth under 25 C.F.R. Part 36. Although the BIE Director’s Office conducts various forms of monitoring and evaluations, including ISEP reviews and programmatic and fiscal monitoring, HES has not been adequately monitored and evaluated against the outlined requirements.
BIE Staff Responsible	Chief Performance Office, Division of Performance and Accountability, School Operations, the ADD-BOS office.
Resources	

Action Steps and Timeline on the next page.

Action Steps	Timeline
1. The Chief Performance Office for BIE will facilitate Onsite monitoring for Havasupai Elementary School and continue monitoring every three years.	January 2026
2. The School and Education Resource Center will receive a final report and technical assistance plan 30 days after the completion of the monitoring visit.	February 2026

Legal Citation: §36.51(b)

(b) Each Agency or Area, as appropriate, in conjunction with its school board shall monitor and evaluate the conformance of its school with the requirements of this part through an annual onsite evaluation involving one-third of the schools annually, thereby monitoring onsite each school at least once every three (3) years. Within 30 days of the onsite visit, the Agency Superintendent for Education or Area Education Programs Administrator, as appropriate, shall issue to the local school supervisor and local school board a written report summarizing the findings and ordering, as necessary, required actions to correct noted deficiencies.

Monitoring (who, when, how):

- The Compliance Specialist will work as a part of the CPO to schedule, plan, and facilitate onsite monitoring for the school year 2025-2026.
- The Compliance Specialist will work with the CPO to review reports and ensure they are delivered to the school within 30 days of the monitoring.

Success Criteria:

The Bureau of Indian Education, through the Chief Performance Office, will conduct onsite monitoring, in conjunction with its school board and the area education programs administrator of Havasupai Elementary School, every 3 years to monitor and evaluate the requirements of this part.

Funding /Expenditures necessary:

No additional funding or expenditures are necessary.

Progress:	<p>1. The ERC does review student and staff handbooks (part of 36), and reviewed and modified the school instructional schedule, the EPA reviewed the school calendar prior to approval, teacher/student ratio was reviewed prior to filling vacancies, licensed staff were prioritized as part of Standard II, Phoenix ERC implemented UFLI training as part of curriculum needs, administrator completes the School Wide program needs assessment, and the school completed their accreditation.</p> <p>*The timeline is adjusted to reflect the new monitoring dates.</p>
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Annual Report Finding	This regulation was rated as non-compliant because the Education Resource Center (ERC) does not conduct onsite evaluations of HES to assess conformance with the requirements of 25 C.F.R. Part 36 through the mandated annual onsite evaluation or at least once every three years. Although the ERC performs ISEP monitoring every Fall and Spring for funding requirements associated with 25 CFR Part 39, this review does not encompass programmatic evaluations required by the regulation.
BIE Staff Responsible	Chief Performance Office, Division of Performance and Accountability, School Operations, the ADD-BOS office.
Resources	

Action Steps and Timeline on the next page.

Action Steps	Timeline
1. The ADD-BOS office will be a part of the monitoring process facilitated by the CPO office.	January 2025
2. The school board will be invited to participate in the monitoring process through interviews and the exit meeting.	January 2025
3. The school will receive a written final report and technical assistance plan within 30 days of the completion of the monitoring.	February 2025

Legal Citation: §36.51(e)

(e) The Office of Indian Education Programs, Agency Superintendent for Education, or Area Education Programs Administrator, as appropriate, shall annually conduct a summative evaluation to assess the degree to which each Bureau educational policy and administrative procedure assists or hinders schools in complying with the requirements of this part. This will include, but not be limited to, the following actions:

- (1) Evaluate current policies and practices not related to this part and the effects thereof on the amount of time and resources required which otherwise would be available for these standards;
- (2) Modify any policies and practices which interfere with or compromise a school's capability to achieve and maintain these standards;
- (3) Invite non-Federal agencies to evaluate the effects current policies and procedures have had on complying with the requirements of this part; and
- (4) Submit annually to the Director a copy of the summative evaluation.

Monitoring (who, when, how):

- The Compliance Specialist will work as a part of the team conducting the summative evaluation and collecting data through meeting notes, attendance, rubric, and evaluation tools used.

Success Criteria:

BIE will conduct an annual summative evaluation in partnership with WestEd or another non-federal agency to assess the degree to which educational policies and procedures assist or hinder schools in complying with the requirements of this part and make changes based on findings as evidenced through a summative evaluation report.

Funding /Expenditures necessary:

A potential funding expense may be for a contract with a non-federal agency

Progress:	<ol style="list-style-type: none">1. The BIE chief performance office is meeting with West Ed to conduct a summative analysis of BOE policies and administrative procedures. Currently, we are conducting a landscape analysis of the policies and administrative procedures that currently exist. This process is more cumbersome than anticipated. We are working with West Ed to determine the next steps and a timeline. To do a thorough evaluation, the timeline for this work is being adjusted.2. The action step is being adjusted to say that we will develop a process to modify policies and practices. Creating and changing policy and administrative procedures is a timely process, and we will work to create the mechanism to do so.
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Annual Report Finding	The regulation was rated as non-compliant because the Associate Deputy Director - Office of Indian Services and the Education Resource Center have not conducted a summative evaluation to determine how BIE's educational policies and administrative procedures assist or hinder compliance with the requirements of Part 36. This finding encompasses all sections of the requirement (1-4).
BIE Staff Responsible	Chief Performance Office, Division of Performance and Accountability, School Operations, the ADD-BOS office.
Resources	

Action Steps and Timeline on the next page.

Action Steps	Timeline
1. BIE will work with WestEd or another non-federal agency to conduct a summative evaluation of current BIE policies and practices to determine effectiveness.	October 2025
2. BIE will work with West Ed or another non-federal agency to modify any policies or practices that interfere with or compromise the school's capability to achieve.	December 2025
3. BIE will submit a copy of the evaluation to the director.	December 2025

Summary of HES Annual Report

Summary of HES Annual Report

Following is a summary of the results of the Havasupai Elementary School 2025 Annual Compliance Assessment Report. The subsequent work plans will focus on the areas of non-compliance identified in this report. The full Annual report can be found at [HES Annual Assessment Report](#).

25 CFR § 36.11, Standard II for Administrative Requirements falls under Subpart B – Educational Management.			
	Requirement Met	Non-Compliance	Not Applicable
§36.11(a)(1) – Student to Staffing Ratio in Self-Contained Classrooms			X
§36.11(a)(2) – Student to Staffing Ratio in Multi-Grade Classrooms	X		
§36.11(a)(3) – Daily Teaching Load in Departmentalized Classrooms			X
§36.11(a)(4) – Waiver for Exceeding the Student to Staff Ratio			X
§36.11(a)(5) – Substitute Teacher or Non-Certified Teacher Requirements		X	
§36.11(b) – School Enrollment and Attendance Policy	X		
§36.11(c) – Immunization		X	

25 CFR § 36.20, Standard V for Minimum Academic Programs/ School Calendar falls under Subpart C – Minimum Program of Instruction.			
	Requirement Met	Non-Compliance	Not Applicable
§36.20(a) – Early Dismissal Procedures for Counting School Day	X		
§36.20(b) – Multi-culture and multi-ethnic dimensions within the educational program		X	
§36.20(b)(1) – Assessment of the English & Native Language ability of students		X	
§36.20(b)(2) – Native culture in all curriculum areas		X	
§36.20(b)(3) – Assessment of student learning styles to inform instruction		X	
§36.20(b)(4) – Minimum field trip per child per year	X		
§36.20(c) – Intraschool programs from beginning to end of School Year		X	

25 CFR § 36.21, Standard VI - Kindergarten Instructional Program falls under Subpart C – Minimum Program of Instruction.			
	Requirement Met	Non-Compliance	Not Applicable
§36.21(a) – Kindergarten Curriculum emphasize language development, native language, and requirements of Paragraph b & assisting children in developing positive feelings		X	
§36.21(b)(1) – Kindergarten Instructional Program includes: Language (observing, listening, speaking).		X	
§36.21(b)(2) - Kindergarten Instructional Program includes: (2) Exploration of the environment (number, space and time relationships, natural science).		X	
§36.21(b)(3) - Kindergarten Instructional Program includes: (3) Psychomotor and socialization development.		X	
§36.21(b)(4) – Kindergarten Instruction Program includes: (4) Development of imaginative and creative tendencies.		X	
§36.21(b)(5) - – Kindergarten Instruction Program includes: (5) Health education inclusive of the requirements contained in the Act of May 20, 1886, <u>24 Stat. 69</u>		X	

25 CFR § 36.22, Standard VII – Elementary Instructional Program falls under Subpart C – Minimum Program of Instruction.			
	Requirement Met	Non-Compliance	Not Applicable
§36.22(a)(1) – Elementary Instruction Program shall include: (1) Language arts.		X	
§36.22(a)(2) – Elementary Instruction Program shall include: (2) Mathematics.		X	
§36.22(a)(3) – Elementary Instruction Program shall include: (3) Social Studies.		X	
§36.22(a)(4) – Elementary Instruction Program shall include: (4) Sciences.		X	
§36.22(a)(5) – Elementary Instruction Program shall include: (5) Fine Arts		X	
§36.22(a)(6) – Elementary Instruction Program shall include: (6) Physical Education.		X	
§36.22(b)(1) – School shall integrate content area into curriculum: (1) Career.		X	
§36.22(b)(2) – School shall integrate content area into curriculum: (2) Environmental and Safety Education.		X	
§36.22(b)(3) – School shall integrate content area into curriculum: (3) Health Education.		X	
§36.22(b)(4) – School shall integrate content area into curriculum: (4) Metric Education.		X	
§36.22(b)(5) – School shall integrate content area into curriculum: (3) Computer Literacy.		X	

25 CFR § 36.23, Standard VIII – Junior High/Middle School Instructional Program falls under Subpart C – Minimum Program of Instruction.			
	Requirement Met	Non-Compliance	Not Applicable
§36.23(a) – Instruction Program Philosophy and a progressive development from elementary program to the secondary program.		X	
§36.23(b)(1) – Curriculum shall include required instruction content: (1) Language Arts.		X	
§36.23(b)(2) – Curriculum shall include required instruction content: (2) Social Studies.		X	
§36.23(b)(3) – Curriculum shall include required instruction content: (3) Mathematics.		X	
§36.23(b)(4) – Curriculum shall include required instruction content: (4) Science.		X	
§36.23(b)(5) – Curriculum shall include required instruction content: (5) Fine Arts and Practical Arts.		X	
§36.23(b)(6) – Curriculum shall include required instruction content: (6) Computer Literacy.		X	
§36.23(b)(7) – Curriculum shall include required instruction content: (7) Physical Education.		X	
§36.23(c)(1) – Content area shall be integrated into curriculum: (1) Career Exploration and Orientation.		X	
§36.23(c)(2) – Content area shall be integrated into curriculum: (2) Environmental and Safety Education.		X	
§36.23(c)(3) – Content area shall be integrated into curriculum: (3) Metric Education.		X	
§36.23(c)(4) – Content area shall be integrated into curriculum: (4) Consumer Economics.		X	
§36.23(c)(5) – Content area shall be integrated into curriculum: (5) Health Education.		X	
§36.23(d) - Languages other than English are encouraged to be offered as a content area.	X		
§36.23(e) - Laboratory or vocational exploration class.			X

25 CFR § 36.30, Standard X – Grading Requirements falls under Subpart D – Student Instruction Evaluation.			
	Requirement Met	Non-Compliance	Not Applicable
§36.30(a) – Uniform Grading System assesses student’s mastery of prescribed objectives.		X	
§36.30(b) – Information derived from student instructional evaluations shall be shared with the student and with the parents.		X	
§36.30(c) – Parent/Teacher conferences focused on student’s instructional progress shall be held.	X		
§36.30(d)(1-3) – Report card shall (1) Recommendations and probable promotion status; (2) Appropriate signatures and request for return of report cards; and (3) Student attendance record.		X	

§36.30(e) - A summary of each year's final card shall become part of the student's permanent school record.	X		
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25 CFR § 36.31, Standard XI – Student Promotion Requirements falls under Subpart D – Student Instruction Evaluation.

	Requirement Met	Non-Compliance	Not Applicable
§36.31 – Establish and implement a Promotion Policy which shall be submitted to and approved by the local school board and Area Education Program Administrator.		X	
§36.31(a) – Each grade minimum criterion for student promotion based primarily on measurable mastery of the instructional objectives.		X	
§36.31(b) - Criterion-referenced tests that evaluate student skills shall be utilized for measuring the mastery of instructional objectives.		X	
§36.31(c) A student who has not participated, either directly or through approved alternative instructional methods or programs, in a minimum of 160 instructional <u>days</u> per academic term or 80 instructional <u>days</u> per semester without a written excused absence shall not be promoted.		X	

25 CFR § 36.40, Standard XIII – Library/media program falls under Subpart E – Instructional Support.

	Requirement Met	Non-Compliance	Not Applicable
§36.40(a)(1) – Shall provide a library/media program that meets the applicable state and/or regional standards: Written set of instructional and service objectives shall be established with the librarian/media specialist with students and staff.		X	
§36.40(a)(2) - A written policy for the selection of materials and equipment shall be developed by a library committee and approved by the school board.		X	
§36.40(a)(2)(i)(A-C) - A collection of books suitable for the range of student abilities and interests being served meet ADM ratios.		X	
§36.40(a)(2)(ii) - Eight (8) to 12 percent of the basic collection must be composed of reference books, currently relevant and in a state of good physical condition, for practical use.		X	
§36.40(a)(2)(iii) - A periodical collection, suitable for the range of student abilities and interests being served, consisting of one (1) periodical for every ten (10) students, shall be maintained.		X	
§36.40(a)(2)(iv) - A professional collection for the school staff shall be developed and maintained by the librarian in cooperation with a faculty committee.		X	
§36.40(a)(2)(v) - A variety of audio-visual materials, suitable for the range of instruction being provided, of at least 750 items or five (5) items for each student, whichever is larger, and inclusive of materials located in the classrooms shall be maintained.		X	

§36.40(a)(3) - There shall be a library media center serviced by a librarian.		X	
§36.40(a)(4) - All libraries must conduct an annual inventory of available books, materials, and equipment in accordance with the acquisitions and selection policies.		X	

25 CFR § 36.41, Standard XIV – Textbooks falls under Subpart E – Instructional Support.			
	Requirement Met	Non-Compliance	Not Applicable
§36.41(a) Each school shall establish a textbook review committee composed of teachers, parents, and students, and school board members.		X	
§36.41(b)(1-3) The textbook review committee shall establish a procedure and criteria for the annual review of textbooks and other materials used to complement instruction.		X	
§36.41(c) Each school shall equitably distribute instructional materials to all classrooms.	X		

25 CFR § 36.42, Standard XV – Counseling Services falls under Subpart E – Instructional Support.			
	Requirement Met	Non-Compliance	Not Applicable
§36.42 - Each school shall offer student counseling services concerned with physical, social, emotional, intellectual, and vocational growth for each individual. Counseling services shall be included in a school-wide assessment program.		X	
§36.42(a)(1) - Each Agency and Area, as appropriate, shall institute and supervise an assessment program for its schools in order to provide for the objective assessment of student academic performance: Each Spring, schools shall conduct testing for grades 4, 8, and 12 using a current version of a standardized academic achievement test based upon the national assessment standards designed to assess higher order thinking skills.	X		
§36.42(a)(2) - Schools shall use some form of performance-based or authentic assessment in addition to standardized achievement testing.	X		
§36.42(a)(3) - Each school shall report the summative results of its assessment program to its respective Agency or Area, as appropriate, and its school board.	X		
§36.42(a)(4) - Parents/guardians shall be informed of their children's assessment results and provided with an explanation and interpretation to ensure adequate understanding of the results.	X		
§36.42(a)(5) - Each school's instructional program shall establish an ongoing student academic assessment program to ensure that defined assessment procedures are in place.	X		
§36.42(a)(6) - Each Agency and Area, as appropriate, shall report the results of each school's formal Spring tests to the Office of Indian Education Programs by August 1 of each year.	X		

§36.42(b)(1) - The counseling program shall provide the following: Each school having a minimum school ADM of 200 students shall make provisions for the full-time professional services of a counselor, and each school enrolling fewer than 200 students shall make provisions for a part-time professional counselor.		X	
§36.42(b)(2) - The counseling program shall provide the following: The counselors shall be familiar with the unique tribal, social, and economic characteristics of students.		X	
§36.42(b)(3)(i) - The counseling program shall contain the following: A written referral process	X		
§36.42(b)(3)(ii) - The counseling program shall contain the following: Counseling techniques and documentation procedures to provide for the career, academic, social, and personal needs of the students which are based on the cultural beliefs and values of the students being served.		X	
§36.42(b)(3)(iii) - The counseling program shall contain the following: Preventative and crisis counseling on both individual and group bases		X	
§36.42(b)(3)(iv) - The counseling program shall contain the following: Confidentiality and security of counseling records for each student; and		X	
§36.42(b)(3)(v) - The counseling program shall contain the following: Design and implementation of orientation programs to facilitate the pupil's transition from elementary to junior high/middle school and from junior high/middle school to high school.		X	
§36.42(b)(3)(vi) - The counseling program shall contain the following: Each junior or middle school and high school student shall receive academic counseling a minimum of twice yearly during which time the counselor shall assist the student in developing a written academic and career plan based on ability, aptitude, and interests.		X	
§36.42(b)(3)(vii) - The counseling program shall contain the following: Each high school counseling program shall be required to have on file for each student a planned academic program of studies which is available from the regular course offerings of the school to meet the student's career objectives, and which will show that the student has received counseling.			X

25 CFR § 36.43, Standard XVI – Student Activities falls under Subpart E – Instructional Support.			
	Requirement Met	Non-Compliance	Not Applicable
§36.43 - All schools shall provide and maintain a well-balanced student activities program based on assessment of both student and program needs.		X	
§36.43(a) - All student activities shall be required to have qualified sponsors and be approved by the school supervisor, and the school board shall approve the overall activity plan.		X	

§36.43(b) - A plan of student activity operations shall be submitted, by each activity at the beginning of each school year, to the school supervisor.		X	
§36.43(c) - School may participate in interscholastic sports and activities on an informal or formal basis.			X
§36.43(d) - Until comparable competitive opportunities are provided to all students, regardless of sex, no student shall be barred from participation in interscholastic competition in noncontact sports except on the basis of individual merit.			X
§36.43(e) - Residential schools shall plan and provide an intramural program for all students. The program shall include a variety of scholastic and sport activities.			X
§36.43(f) - Students shall be involved only in activities which are sanctioned by the school.	X		
§36.43(g) - All student activities involved only in fundraising are required to establish a school/student activity bank account following school/student banking procedures outlined under 25 CFR 31.7.			X
§36.43(h) - The school shall provide for the safety and welfare of students participating in school-sponsored activities.		X	
§36.43(i) - Each sponsor of a student activity will be given orientation and training covering the responsibilities of a sponsor by the school supervisor.		X	

25 CFR § 36.50, Standard XVII – School Program evaluation and needs assessment falls under Subpart F – Evaluation of Educational Standards.

	Requirement Met	Non-Compliance	Not Applicable
§ 36.50- Each school shall complete a formal, formative evaluation at least once every seven (7) years beginning no later than the second complete school year following the effective dates of this part.	X		
§ 36.50(a)- Each <u>school</u> 's evaluation design or model will provide objective and quantitative analysis of each area to be evaluated.	X		
§ 36.50(b)- The Director, within six (6) months from the effective date of this part, shall distribute to each school, Agency, or Areas appropriate, a standardized needs assessment and evaluation instrument with guidelines for developing and applying a locally appropriate evaluation model for carrying out the requirements of this standard.	X		

25 CFR § 36.51, Standard XVIII – Office of Indian Education Programs and Agency Monitoring and Evaluation Responsibilities falls under Subpart F - Evaluation of Educational Standards.

	Requirement Met	Non-Compliance	Not Applicable
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§36.51(a)- The Office of Indian Education Programs shall monitor and evaluate the conformance of each <u>Agency</u> or Area, as appropriate, and its <u>schools</u> with the requirements of this part.		X	
§36.51(b)- Each <u>Agency</u> or Area, as appropriate, in conjunction with its <u>school board</u> shall monitor and evaluate the conformance of its <u>school</u> with the requirements of this part through an annual onsite evaluation involving one-third of the <u>schools</u> annually, thereby monitoring onsite each <u>school</u> at least once every three (3) years.		X	
§36.51(c)- Schools, Agencies, and Areas shall keep such records and submit to the responsible official or designee accurate reports at such times, in such form, and containing such information as determined by that official to be necessary to ascertain conformance with the requirements of this part.			X
§36.51(d)- <u>Schools</u> , Agencies, and Areas shall permit access for examination purposes by the responsible official, or any duly authorized designee, to any <u>school</u> records and other sources of information which are related or pertinent to the requirements of this part.	X		
§36.51(e)- The Office of Indian Education Programs, Agency Superintendent for Education, or Area Education Programs Administrator, as appropriate, shall annually conduct a summative evaluation to assess the degree to which each Bureau educational policy and administrative procedure assists or hinders schools in complying with the requirements of this part.		X	