



HOPI SCHOOL SYSTEM

TRANSITION HANDBOOK

**ADOPTED BY
HOPI BOARD OF EDUCATION**

MAY 17, 2023



Hopi School System Transition Handbook

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HOPI SCHOOL SYSTEM TRANSITION HANDBOOK

Statement from the Hopi Board of Education:

The “Hopi School System Transition Handbook” is designed to provide Hopi school staff and stakeholders an overview of how the Hopi School System (“HSS”) will be organized and will operate once the HSS P.L. 100-297 grant is approved. The Transition Handbook also explains all major transition steps for the 2023/2024 school year by subject area: curriculum, Hopi language and culture programming, special education, finance, personnel, transportation, facilities, etc.

This Handbook is a resource for staff and stakeholders to get answers to many of your questions. The Transition Handbook will be sent to all schools and is on the HSS website. As we move forward with this transition, the Hopi Board of Education looks forward to our collaborative efforts to make the new Hopi School System a success for our students and their education! For additional information, you may visit the Hopi School System website for up to date information: www.hopischoolsystem.org, or email: info@hopischoolsystem.org.

I. INTRODUCTION TO THE HOPI SCHOOL SYSTEM

A. Hopi Education Code unifies Hopi Schools under a Single Grant

On August 7, 2019, the Hopi Tribe made the sovereign decision to enact the Hopi Education Code (“Code”) by Tribal Resolution #H-061-2019, as the Tribe’s new comprehensive law for education services on the Hopi Reservation. The Hopi Education Code consolidates all seven of Hopi’s Tribally Controlled Schools into the unified Hopi School System (“HSS”):

Hotevilla Bacavi Community School
Hopi Day School
Hopi Junior Senior High School
Second Mesa Day School
Moencopi Day School
First Mesa Elementary School
Keams Canyon Elementary School.

In the Code, the Hopi Tribal Council authorized submittal of a Tribally Controlled Schools Act, P.L. 100-297 grant application to unify Hopi’s seven schools. See Code, sec. 3.4. The Hopi Board of Education (“HBE”), in consultation with the Transition Team,¹ submitted the P.L. 100-297 grant to the Bureau of Indian Education (“BIE”) on January 31, 2023. Under the Code, the transition is scheduled to occur by July 1, 2023. The Code is available on the HSS website.

¹ The Transition Team is comprised of about 40 education professionals and stakeholders, including: all Hopi School Principals, teachers, parents, finance, facilities, and transportation staff. The Transition Team is divided into six sub-teams, called Strategic Planning Teams, which focus on specific subject areas: Educational Services, Finance/Human Resources, Transportation/Facilities, School Support Services, Community Support, and the HBE Election Team.

B. Hopi Board of Education

Under the Hopi Education Code, the Hopi Tribal Council delegated all governance authorities and responsibilities to the Hopi Board of Education, as a Tribal Regulated Entity, to exercise full regulatory authority over all operations of Hopi's Tribally Controlled Schools. See Code, secs. 2.1, 4.1.A. Upon approval of the HSS's P.L. 100-297 grant, the HBE will serve as the school board and grantee for all Hopi Tribally Controlled Schools. The HBE will provide oversight of the schools, effective governance, and administrative and academic support. The HBE will determine all policies and procedures, make all hiring decisions and oversee operations of all Tribally Controlled Schools within the Hopi Reservation.

In October 2021, the Hopi Tribal Council appointed a five-member HBE to lead the transition process and serve as the first HBE for the Hopi School System, as COVID-19 impacted two attempts to hold HBE elections. An additional three candidates have applied to join the HBE, and their names have been submitted to the Hopi Tribe's Human Resources Office to conduct their background checks. Once the background checks are completed, a final decision on their nomination by the Transition Team and appointment by the Hopi Tribal Council will be made.

The current HBE members are all Hopi Tribal members and have significant experience in public and Tribally Controlled school operations, including but not limited to curriculum development, operational budgets, and human resources:

- Mr. LeRoy N. Shingoitewa (HBE Chairperson and MDS representative) oversaw conversion of the Hotevilla Bacavi Community School to a P.L. 100-297 grant school, which was the first Hopi school and one of the first in the country to do so. Mr. Shingoitewa has spent his entire professional career in education as a superintendent, a principal, school board member, elementary school teacher, and Head Start teacher-trainer and teacher.
- Mrs. Ronya Talayumptewa-Peshlakai (HBE Vice-Chairperson and HJSHS representative) has been a special education teacher for twenty (20) years in Arizona public schools largely serving Navajo and Hopi students.
- Ms. Robyn Kayquoptewa (At-Large member) is a teacher of 6th, 7th, and 8th grade students and has worked in Hopi's Tribally Controlled Schools, Arizona and California public schools serving Hopi, Navajo, Apache, Hispanic, and Filipino students. Some of these areas include: Structured English immersion, Hopi language, reading skills, 1:1 paraprofessional for special education, basketball and softball coach, a head sponsor of student councils, and an Arizona State tutor.
- Mr. Merwin Kooyahoema (SMDS representative) is a former Hopi Tribal Council member. He has worked for decades in community organizing, Hopi language preservation, assisted with drafting of the Hopi Dictionary, and cultural preservation amongst the Hopi people. He holds an Associate degree in 3D Art Education and attended private school in Woodstock, Vermont.

- Ms. Sophia Quotskuyva (HDS representative) is a retired certified teacher for the blind and the visually impaired. For thirty-two years, she worked for the Arizona State School for the Deaf and the Blind providing contract services in northeastern Arizona public and Tribally Controlled Schools. She has a Master's degree in special education with an emphasis on teaching students with visual impairments. Ms. Quotskuyva was also the Director of Hopi Head Start for twelve years. She also served on the Hopi Tribal Council and helped develop a Hopi Tribal Special Needs program and the Hopi Children's Code.
- Dr. Noreen E. Sakiestewa (Ex officio member with no voting rights) currently serves as the Director of the Hopi Tribe's Department of Education and Workforce Development. She has a doctorate in Education, has served as a principal in a Hopi school and in Arizona public schools, and has worked in higher education. Dr. Sakiestewa oversees the Hopi Tribe's early childhood, higher education programs, vocational rehabilitation, Hopilavayi program, Hopi Family Assistance program, Vocational Technical Training certificate (post-secondary), Hopi Tribe Grants and Scholarships program, and the Tribal Education Department Grant and the administrative management for the HBE.

In 2024, the HSS will hold elections for all HBE positions. The current HBE members will be eligible to run in the 2024 elections to allow for continuity between the appointed and the elected HBE. Once elections are held, the HBE should have a total of nine (9) members: seven (7) members representing each Hopi school attendance area, and two (2) At-Large members representing the entire Hopi Reservation.

C. Central Administration Office and Chief School Administrator

After the BIE approves the HSS P.L. 100-297 grant, HBE will have the authority to hire staff positions for the Central Administration Office. The HSS's Central Administration Office staff will be highly qualified in accordance with all applicable federal, state and HSS rules and regulations and hold any required certificates. The Central Administration Office will contain twenty to thirty HSS staff who will provide administrative services and support to the schools. This will ensure that all HSS schools receive the financial, personnel and other administrative services needed to fully support effective educational services for HSS schools and students.

The Central Administration Office will be located on the Hopi Junior Senior High School campus across from Northland Pioneer College. BIE has awarded the HSS three new modular buildings for the Central Administration Office. Construction of these custom-built modulators is complete, and they are awaiting transport to Central Administration Office site. The modulators will be delivered and ready for occupancy by July/August 2023, if the Hopi School System's P.L. 100-297 grant is approved.

In summary, providing the schools' administrative services at the central level will dramatically assist schools by reducing the administrative tasks school Principals and administrative staff were previously required to do. As such, schools will be able to focus more time and resources on providing educational services for our students.

The HBE does have funding now to hire a Chief School Administrator (“CSA”) who will serve as the “superintendent” of the HSS. The HBE held interviews for the CSA position and has selected Dr. Rea Goklish (White Mountain Apache Tribe) as the new CSA for the HSS. Dr. Goklish has accepted this position.

The CSA will provide educational vision and leadership for all Hopi schools. Duties of the CSA will include, but not be limited to:

- Supervise and manage Central Administration Office staff and oversee all HSS staff;
- Assist the HBE in the development and implementation of HSS policies and procedures;
- Review, develop, and administer the HSS budgets and oversee the preparation and filing of financial and other reports, data transfers, and annual audits to be submitted to BIE, the Hopi Tribe, and any other required entities;
- Oversee development of a HSS-wide calendar for all schools and the Central Administration Office;
- Review local schools’ hiring recommendations for school staff and make recommendations on hiring to the HBE;
- Conduct annual evaluations of Principals and provide a copy of each Principal’s written evaluation to the HBE; and
- Ensure completion of all required Assurances and prepare an “Annual State of Hopi Education Report” which will be provided to all stakeholders as required by the Code and will include, but not be limited to: educational statistics reported annually by pre-schools and local schools, including enrollment, assessment results, pupil-teacher ratios, educator retention and housing needs, graduation and dropout rates, attendance rates, accreditation matters, financial data, audits, and all other reporting required by federal law.

HBE has adopted Organizational Charts for the HSS which identify key positions for the Central Administration Office, elementary schools, and the Hopi Junior Senior High School. The Organizational Charts are not inclusive of all positions or do not necessarily show chain of command. See HSS Organizational Charts (05/17/2023) (see Appendix A).

D. School Principals

All seven Hopi schools currently have dedicated principals who have worked many years as administrative leaders for their schools. They are extremely experienced in operating both Tribally Controlled Schools and Arizona public schools. Within the HSS, the school Principals will have day-to-day management authority over their local schools and will work closely with the CSA to implement and apply education policies established by the HBE. They will also consult

with their local school boards on local school matters, which will be advisory, and on building relations with local communities, parents and guardians.

E. Local School Boards

Once the BIE approves the HSS's P.L. 100-297 grant, the HBE will work with the local school boards on the final steps of transition to the unified Hopi School System. The local school boards' legal authorities and responsibilities will be disbanded no later than July 1, 2023, at which time, the HBE will become the school board for all Hopi Tribally Controlled Schools.

Because the local school boards are to be disbanded after the transition, the HBE will ask and appoint the current local school boards to serve on committees to fulfill their duties and responsibilities under Chapter 6 of the Hopi Education Code until the local school board elections are held. This will greatly assist the HBE and the schools with HSS implementation matters to ensure a smooth transition.

After July 1, 2023, each local school board/committee will provide its school with individualized advice and support at the local level so that the HSS can provide effective educational services for students and increase involvement and participation of parents, guardians and community members. The local school board/committee will be advisory and will function very similarly to "site councils." In accordance with the Hopi Education Code, elections for local school boards will be conducted to seat local school board members as advisory boards and to draft new operational bylaws.

The school Principals should meet with their local school boards/committees at least once a month, identify needs of the school, and bring those and other matters requiring decisions or actions to the HBE through the CSA.

F. Highly Qualified and Trained Personnel

The HSS instructional staff will be certified and highly qualified in accordance with all applicable federal, state and HSS policies, rules and regulations. The HBE intends to create a transparent and supportive work environment for staff and will put in place opportunities and procedural mechanisms to ensure that staff concerns are heard and addressed. Staff must feel free to raise matters of concern without fear of reprisal.

All Hopi school staff salaries will be determined by their current local school boards for the 2023/2024 school year according to each school's salary schedules and policies. The HBE will honor all contracts entered for the 2023/2024 school year between the current local school boards and employees.

HBE has also now received all Hopi schools' salary schedules. HBE is examining them to develop a universal salary schedule across all schools for certified and classified staff for the 2024/2025 school year. The HSS employee salary schedule should be completed and available soon. HBE wants to support our schools' current staff and is working hard to ensure that employee salaries will remain at their current levels and that employees do not see a downturn in salary.

The HSS will also work with local community colleges and universities to increase and create a pipeline of high quality teachers aligned with the HSS’s mission and vision. The HSS will also incorporate a “Grow-Your-Own”/student-teaching program to bolster the pool of educators who are familiar with the Hopi Tribe and HSS education goals.

G. Hopi School System Policies and Procedures

The HBE has approved the Hopi School System Policies and Procedures Manual (“HSS Manual”), and it is available on the HSS website. In Spring 2022, most Hopi school Principals provided their school’s policies to the HBE to assist in drafting the HSS Manual. The HBE, in consultation and collaboration with the Transition Team, which includes the Principals, drafted and based the HSS Manual on the Hopi schools’ existing policies and procedures. Once drafted, all draft sections of the Manual were provided to the school Principals for comment, and to distribute them to their staff, school boards, parents, community members and other stakeholders for input. The Manual was also placed on the HSS website for public comment.

Once the HSS P.L. 100-297 grant application is approved, the HSS Manual will apply to all Hopi schools beginning with the 2023/2024 school year. The HBE will conduct training with all school staff on the HSS Manual in the summer of 2023. The following is a listing of the HSS Policies and Procedures:

- Organization, Philosophy and Comprehensive Plan (Title 1)
- Students (Title 2)
- Instruction (Title 3)
- Fiscal Management (Title 4)
- Personnel (Title 5)
- Transportation (Title 6)
- Facilities and Risk Management (Title 7)
- Hopi Board of Education and Administration (Title 8)
- Parents, Families and Communities (Title 9)
- Technology and Internet Use (Title 10).

H. Attendance Area and Waiver Policy

1. Attendance Area Policy and Purpose

In the Hopi Education Code (“Code”), the Hopi Tribal Council established an “Attendance Area Designation Policy” which requires that students attend the local school of the attendance area within which their residence is located, unless they receive a waiver to attend another school. Legal Ref.: Code, sec. 11.3.A. A student’s residence is defined as the home where they sleep most of the time. Legal Ref.: Code, sec. 11.3.B.

The purpose of the Attendance Area Designation Policy is to:

“support the local community nature of all local schools and to support the unique values and culture of Hopi villages. The Tribe wants to ensure that students are provided the stability and social networks critical to their academic and social development. The Tribe aims to reduce the disruption and safety hazards posed by large number of buses entering and leaving Hopi villages to pick up and drop off students for school due to the open enrollment policy.” Legal Ref.: Code, sec. 11.1.

The Code adopted the original attendance area boundaries which were established by Hopi villages many years ago pursuant to Ordinance No. 36, Section 9. Hopi Education Code, sec. 11.2 and Hopi Education Code (Attendance Area Boundaries Map) (see Appendix B).

To establish the process for receiving a waiver and other procedures, the Hopi Tribal Council delegated the drafting of additional policies and procedures to implement the Attendance Area Designation Policy to the HBE. Hopi Education Code, 11.4.C. As directed, the HBE has adopted the Attendance Area Designation Policy and Procedures set forth in Chapter 6500 of the HSS Manual. The following two sections summarize the attendance area waiver policy.

2. Waiver Policy

As provided for in the Code, students may attend a school outside the attendance area within which they reside if they have an approved waiver. The HBE has established the following Categories for which a waiver may be approved:

1. A child who attended a non-attendance area school in the 2022/2023 school year and his/her parent or guardian wishes his/her child to attend the same non-attendance area school in the 2023/2024 school year.
2. Employment by another school or government office. Students whose parent or guardian is employed full-time by another school or local government department/office may be admitted to an out-of-attendance area school to accommodate the parent or guardian’s work schedule (Legal Ref.: Code, sec. 11.4.C(1));
3. Siblings. Siblings of student(s) who are currently enrolled in a non-attendance area school may be granted a waiver (Legal Ref.: Code, sec. 11.4.C(2));
4. Elementary school student child care issues. The parent or guardian must demonstrate hardship in providing appropriate supervision for the child in the designated school area where the parent or guardian resides. Factors the HSS will consider include, but are not limited to: the age of the child; lack of child care providers in the designated attendance area school; personal circumstances within the parent/guardian’s household (i.e. the parent/guardian work schedule, ability to pay for child care, among others); length of time child has been with child care provider; type of care situation (private home versus day care center); any family relation to child care provider; advantages of the care to be provided in the

requested area; and whether the provider will provide safe and punctual transportation to/from the requested school (Legal Ref.: Code, sec. 11.4.C(3));

5. Court Order. Students who are placed into a home outside their attendance area by court order may be granted a waiver, for example foster care placement (Legal Ref.: Code, sec. 11.4.C(4));
6. Joint Custody. A student whose parents have joint physical custody may be permitted to attend the attendance area school of either parent;
7. Change in residence. A student changing residence during the school year may complete only the current school year at the school in which he/she was first in attendance;
8. Physical, emotional or social adjustment difficulties. Students with certain physical, emotional or social adjustment difficulties as documented by a licensed professional currently treating the student may be granted a waiver. HSS licensed professionals may be consulted for additional review and recommendation;
9. Victim of a crime. When a student has been the victim of any convicted crime or convicted offense under the Hopi Code, and the convicted crime was committed by a student in the school, a HBE member, HSS employee, volunteer, contract worker or another person regularly performing services in a HSS facility, or the convicted crime was committed on HSS property or a bus owned or operated by the HSS, such student will be granted a waiver to attend a non-attendance area school upon the request of the parent or guardian;
10. Individualized Education Plan. A child who has an Individualized Education Plan (“IEP”) or disabilities whose education/services requires attendance at the requested school will be granted a waiver; or
11. Other extenuating circumstances. Waivers may be granted for other extenuating circumstances, exceptional hardship, specific medical reasons, or other special educational reasons.

If a waiver is approved, Parents/Guardians must provide punctual transportation to and from school, except HSS will provide transportation to students with approved waivers in Categories #1, #5, #9, #10, and certain medical or legal reasons in #11 above.

3. Children living off the Hopi Reservation

Any children living near or adjacent to the Hopi Reservation will be eligible to attend local schools of the Hopi School System, and will attend the local school nearest to their residence. Legal Ref.: Code, sec. 11.3.C. The HSS will provide transportation for students living off the Hopi Reservation who wish to attend the Hopi Junior Senior High School, Moencopi Day School, Second Mesa Day School, and Keams Canyon Elementary School.

II. MISSION AND VISION STATEMENTS AND EDUCATION GOALS

A. Mission and Vision Statements

The HBE adopted the following Mission and Vision Statements. These Statements were recommended by the Transition Team and were originally developed by Hopi school principals, teachers, and education stakeholders to guide Hopi schools in providing education and learning services for students of Hopi schools:

Hopi School System Mission Statement:

Hopituy öqalankyàakyangw puhupöhut ang itamuy tsaami'yma
“Encouraging the Hopi people and guiding (leading) them on a new path.”

Hopi School System Vision Statement:

To create an environment in which every individual is cared for intellectually,
socially, and culturally.

Whose people are connected and exposed to the best educational
experiences and resources.

To enrich the lives of people through the integration of language, culture, and
the Hopi principles.

B. Affirmation of Commitment

The Transition Team, led by its Hopilavayi team members, drafted the following “Affirmation of Commitment” to uphold and affirm the Hopi School System’s commitment to Hopi children and all Hopi School System students. HSS staff and stakeholders may wish to state the affirmation as part of their meetings and other HSS events:

Itàatuptsiwni:

Itam Hopisinom qa paysoq yeese.

Itàatim:

Itàatim itamuy tsaami'ywisni.

Itàatim itàaqatsiy àapi'ytotani.

Itàatunatya:

Oovi itam pumuy matö'angwisni;
yan itam wuwantotakyang tumala'yyungni

Askwali, Kwakwhà

Our Truth (Belief)

We, the Hopi People, do not merely exist.

Our Children (truth we hold about them)

Our children will lead us forward (future)

Our children will continue our way of life.

Our Responsibility (vision-mission-work)

Therefore, we will support them; and in this way of thinking (mindset) attend to/carry out our work.

C. HSS Education Goals are dedicated to the “whole child”

The primary goal of the HSS will be to provide a quality education that will prepare students for all stages of learning from pre-school to college, vocational education, and career readiness. To achieve this goal, the HSS will be dedicated to teaching the “whole child.” This will entail a holistic approach that is inclusive of academics as well as the cultural, physical, social and emotional development of Hopi students.

To meet these goals, the HSS will strive to:

- Provide an educational foundation that will prepare students for all stages of learning from pre-school to college, vocational education, and career readiness while being rooted in Hopi language, culture, history and values;
- Create positive and supportive learning environments in which HSS students are self-motivated, enthusiastic and excited to learn and can explore their inherent talents, gifts, and interests;
- Prioritize the long-term and overall development of Hopi students as well as providing support and inclusiveness for our teachers, families, community members and administrative leaders; and
- Create a learning environment in which HSS students are able to:
 - Exercise their imaginations, problem-solving skills, and creative learning spirit with care and compassion to their fellow students, teachers and staff;
 - Become life-long learners; and
 - Reach their full potential with a foundation to confidently contribute to their communities in any area they wish.

III. TRANSITION PLAN

To build the foundation for the transition to the Hopi School System, the HBE, the Transition Team, principals, school staff, parents, Hopi Tribal attorneys and consultants have worked to establish the academic and administrative systems for the HSS. These collaborations have resulted in adoption and/or development of the HBE Bylaws, the Hopi School System Policies and Procedures, BIE's academic standards, and finance, personnel, and other administrative and academic systems.

Additional implementation processes and procedures which relate to each school's academic and administrative services are set forth in the content areas of this Transition Handbook. Staff may refer to their particular content area for specific information on the transition. To ensure a smooth transition for the HSS, the HBE has adopted the following Transition Plan and Action Plan for 2023/2024.

A. Plan for 2022/2023 School Year

Until the P.L. 100-297 grant application is approved, all seven of Hopi's Tribally Controlled Schools will remain under their existing local school boards, grants, and policies and procedures. This means that the local school boards must establish school budgets and enter into ALL contracts and agreements for the 2023/2024 school year. This applies to contracts for all employees, food services, bus leases, etc. To ensure all services will be ready for next school year, local school boards should be signing these contracts now and making all other necessary preparations.

HBE has no authority to sign any school contracts until BIE approves the P.L. 100-297 grant. After the grant is approved, HBE will become responsible for signing new contracts and transferring all contracts signed by the local school boards. This is standard protocol for all new school boards and the same process used by every school board that has transitioned into a TCSA governing board.

HBE will honor ALL existing contracts and will NOT dismiss or let go any staff for the 2023/24 school year (unless, a staff member violates his/her contract). HBE's goal is the support and retention of our dedicated and qualified staff. This includes both certified and classified staff.

To provide a smooth transition for our employees, in the Spring of 2023, the local school boards will include an "Assignment Agreement" in employee contracts to automatically transfer these contracts to the HBE once the BIE approves the HSS's P.L. 100-297 grant and HBE becomes the school board for all Hopi schools. This means that employees will not need to re-apply, and will not need to sign another contract for the 2023/2024 school year.

The BIE will be providing three brand new modulars to house the Central Administration Office at a site on the Hopi Junior Senior High School campus. The modulars are now 100% complete and the BIE has broken ground at the site to prepare for the modulars' delivery. BIE has informed the HBE that the modulars will be delivered and will be ready for occupancy in July or August 2023. As these modulars were approved for the Hopi School System, they cannot be delivered until the HSS P.L. 100-297 grant is approved.

B. Plan for 2023/2024 School Year

Once BIE approves the Hopi Tribe's P.L. 100-297 grant application, the HBE will become the school board for all Hopi schools under the Hopi School System Policies and Procedures. Beginning with the 2023/2024 school year, the HSS Policies and Procedures Manual will apply to all Hopi schools. The HBE will provide training on the new HSS Policies and Procedures Manual and how the transition will function in Summer 2023. Because the HSS Policies and Procedures Manual is largely based on existing Hopi school policies, school principals and staff should already be familiar with the policies and procedures contained in the Manual. Schools will use their existing administrative staff to implement the HSS Policies and Procedures Manual.

Throughout the course of the 2023/2024 school year, schools will use their existing administrative services and staff to begin to work with the HBE and Central Administration Office staff to transition administrative services to the Central Administration Office. All staff will receive training on the Infinite Visions software which, once implemented, will link the Central Administration Office and all HSS schools together to manage HSS finance and personnel needs.

During the 2023/2024 School Year, the schools will use their existing curriculum and standards. Following the Curriculum Development Plan, in Table No. 5, the HBE will work with a Curriculum Development Specialist, HSS staff, and stakeholders in 2023/2024 to select a curriculum which is best aligned with BIE standards to ensure that students graduate from Hopi schools with the academic knowledge and problem solving skills necessary to succeed in college, career and in life.

C. Plan for 2024/2025 School Year

HBE, with the recommendation of the Transition Team, has selected the BIE academic standards which will apply beginning with the 2024/2025 school year. All HSS schools will utilize a uniform curriculum, standards, assessment and accountability system. The Central Administration Office will be fully staffed providing centralized administrative services to all Hopi schools. The Infinite Visions software will be fully implemented and used by the Central Administration Office and all HSS schools.

ACTION PLAN FOR 2023 - 2024

The HBE has developed the following "Action Plan" in Table No. 1 which provides the steps needed for the Transition Plan and includes the processes, persons responsible, and completion dates to implement the HSS.

TABLE NO. 1 – ACTION PLAN FOR 2023 - 2024²

ACTION	RESPONSIBLE PARTY	COMPLETE NO LATER THAN
Submit completed HSS’s P.L. 100-297 Grant Application and Organizational Chart to the BIE	HBE	Jan. 31, 2023
Conduct community, school staff and education stakeholder meetings and outreach to provide updates and answer questions. An agenda and record of the sign in sheet or list of participants for stakeholder meetings will be taken.	HBE	Ongoing
Issue Request for Proposal to hire Hopi School System attorney; review/interview candidates	HBE	Feb. 15, 2023 – June 15, 2023
Issue Request for Proposal to select Bank for HSS bank accounts; review proposals; select Bank accounts (Checking/Operating, Investment)	HBE	May 15, 2023
Determine administrative costs grant budget for 2023/2024 school year, in consultation with school finance staff and administrators	HBE	May 30, 2023
Decision reached and issued on HSS’s P.L. 100-297 Grant Application	BIE Director	120 days after date of submission
Hire Chief School Administrator	HBE	May 30, 2023
Local School Boards establish budgets, sign contracts with all school employees, food service contracts, bus leases, etc. for the 2023/2024 school year, as the local school boards are the legal authority to enter such contracts and set budgets prior to the transition date of July 1, 2023. After the HBE becomes the grantee with the legal authority to enter these contracts, the HBE will have these contracts transferred to the HBE as needed.	Local School Boards	June 30, 2023
Hire Finance Director	HBE	June 30, 2023

² The primary actions needed to determine the HSS curriculum are included in this Action Plan. More details regarding the HSS curriculum selection can be found in the “Curriculum Development Plan for 2023-2024.” See Table No. 5.

ACTION	RESPONSIBLE PARTY	COMPLETE NO LATER THAN
Finalize any remaining HSS Policies and Procedures, Employee Handbook, and Student Handbook	HBE	June 30, 2023
Finalize HSS Organizational Chart	HBE	June 30, 2023
Hire HSS Attorney	HBE	June 30, 2023
Utilize HSS Fiscal Management policies and procedures to maintain integrity of the P.L. 100-297 grant and ensure the schools receive the appropriate funds for their school based on their 2023/2024 budget, student count, O&M funding, special education, transportation, and all other Title and grant programs which will be distributed to the schools. Based on these funding sources, HBE will establish site-based budgeting for each school for the 2023/2024 school year only. HSS funding resources will be allocated to the site school with budget authority for programs, payroll, and services granted to the school's principal and business office staff with oversight by and reporting to the CSA. The HSS will provide the site-based funding to the schools based on the BIE distributions of 80% on July 1 and 20% on December 1 and monthly for any schools which are in BIE sanction Level I or higher.	HBE	July 1, 2023
Modulars for Central Administration Office delivered to HJSHS site and made move in ready	BIE	July-August, 2023
Select and establish members for HSS Curriculum Committee who will be charged with conducting research, consultation and recommendation for HSS uniform curriculum	HBE	July 31, 2023
Finalize HSS Employee Handbook and HSS Student Handbook	HBE	July 31, 2023

ACTION	RESPONSIBLE PARTY	COMPLETE NO LATER THAN
Hire Curriculum and Instruction Specialist	HBE	July 31, 2023
Examine student counts per school and staffing to determine appropriate student/teacher ratio per BIE guidelines	HBE	July 31, 2023
Provide training on HSS Policies and Procedures for all school and Central Administration Office staff	HBE	July - August 2023
Examine schools' existing salary schedules, establish universal HSS salary schedule for all seven schools, and address pay parity for staff salaries across all schools and competitive with neighboring school districts. The HSS salary schedule will begin with the 2024/2025 school year.	HBE	August 31, 2023
Curriculum Committee provides recommendation for HSS uniform curriculum to HBE	Curriculum Committee	October 31, 2023
Select Curriculum for HSS for 2024/2025 school year	HBE	November 15, 2023
Select health and retirement benefits	HBE	January 1, 2024
Finalize 2024/2025 HSS calendar	HBE, in consultation with local schools	February 29, 2024
HSS employment contract is drafted and final version is approved for use by the HBE	HBE in consultation with CSA, Personnel Director, HSS Attorney	February 29, 2024
Hire Central Administration Office staff under new HSS salary schedule and contract and conduct background checks	HBE, in consultation with CSA and Personnel Director	June 30, 2023 – June 30, 2024
Hire schools' academic and administrative staff for 2024/2025 school year and conduct background checks	HBE, in consultation with CSA and Personnel Director	June 30, 2024

ACTION	RESPONSIBLE PARTY	COMPLETE NO LATER THAN
Teacher professional development and training for selected curriculum	HBE, in consultation with Curriculum and Instruction Specialist, Principals, Teachers (Regular, Specialty and Resource Professionals), Teacher Assistants	January 1, 2024 – August 31, 2024
Uniform HSS standards, curriculum, assessments and accountability system selected and implemented at all Hopi schools	HBE, in consultation with Curriculum and Instruction Specialist, Principals, Teachers (Regular, Specialty and Resource Professionals), Teacher Assistants	2024/2025 School Year
Transition to unified Hopi School System is complete	HBE/HSS	2024/2025 School Year

IV. EDUCATIONAL SERVICES

A. Educational Continuum of Services

1. Providing Educational Services from Birth to College & Career

The HSS will endeavor to create an education environment that fully supports the “whole child” from birth to adulthood. This environment will be conducive to both academic achievement as well as the social, emotional and cultural health and well-being of students. To do this, the HSS will leverage current resources across all Hopi schools, including educators, administrators and staff from each of the schools who have knowledge and expertise respective to their local community and educational settings. In addition, a “continuum of care” model will be developed that strengthens the sharing of data and resources to improve quality of life outcomes after high school to include education/training, employment and independence. Stakeholders to be involved include Head Start, Early Childhood education, PK-12 Education settings, the Hopi Tribe’s Department of Education and Workforce Development, the Hopi Education Endowment Fund, and the Hopi Foundation.

In addition to leveraging current resources, the HSS will engage in strategic planning sessions with multiple stakeholders to include higher education institutions and technical training institutions to create concrete and tangible pathways for students to achieve postsecondary milestones that also build on the cultural assets of youth attending Hopi schools. Associated with addressing the HSS’s role and responsibility in developing healthy and culturally well students, behavioral health is a crucial component of education and will also be included.

For students to make educational strides, the HSS must support social and emotional learning through a cultural lens by engaging a community of care model. At present, there is not an efficient and effective model to support the behavioral health of students attending Hopi schools. It is imperative for the HSS and our respective departments (i.e. special education, counseling, etc.) to lead efforts in collaborating with local service organizations, including Hopi Behavioral Health, Hopi Social Services, and community elders and knowledge holders to begin this process.

This will include a data management system that protects student records in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g. It will also include a Health Insurance Portability and Accountability Act (“HIPPA”), P.L. 104-191 compliant communication system to ensure students are receiving consistent, efficient and protected levels of care. Such considerations include developing memorandums of understanding with clear, concise and measurable milestones.

2. Early Childhood: Child Care, Head Start

To prepare children to enter HSS kindergarten, the HSS will encourage parents and guardians of Hopi children of pre-school age, from birth to five (5) years of age, to enroll their children in programs of early childhood education. The HSS will work with the Hopi Tribe’s Child Care and Head Start programs, which are overseen by the Hopi Tribe’s Department of Education and Workforce Development, to help children achieve social competence and pre-

academic skills that are aligned with the HSS curriculum and standards. To do so, the HBE, in collaboration with the HSS Curriculum and Instruction Director, will also create a collaborative program focusing on consistent curriculum between the early Childhood programs and HSS Kindergarten classes and teachers.

To assist pre-school programs in achieving these goals, the HSS will collaborate with the Hopi Tribe Department of Education and Workforce Development to ensure that Hopi pre-school programming is consistent with and prepares pre-school children for entry into HSS schools. The HSS will also work with the Early Childhood programs in development of their Hopi language immersion and dual language programs. Pre-schools will provide quarterly data they have collected or other matters they think appropriate to the HSS.

3. Partnerships and Resources with Community Colleges, 4-Year Colleges/Universities and Technical Schools

To increase pathways for students to achieve educational milestones, the HSS will increase partnerships with Community Colleges, 4-Year Colleges/Universities and Technical Schools to establish a continuum of educational services with these partners. One of the ways to provide resources to our students includes providing “College and Career Awareness Days” and bringing representatives to the Hopi Reservation to share post-secondary resources and options for the finalization of instruction, potential certification, and employment ready skills for their chosen careers. The HSS envisions that the HSS will maintain, leverage existing, and create new partnerships to effectively serve all students of the HSS.

To provide these opportunities, the HSS, in collaboration with the Hopi Tribe’s Department of Education and Workforce Development, will strengthen partnerships with current faculty at Arizona universities, including the University of Arizona, Northern Arizona University (“NAU”), and Arizona State University. The Arizona Board of Regents and the Hopi Education Endowment Fund will also be important stakeholders to engage in these partnerships. The HSS will seek to establish connections with other colleges and technical schools to identify scholarship opportunities, internships, summer programs, and other programs of interest for our students.

Topics such as Special Education, Elementary Education, Indigenous Education, Nation Building and Indigenous Leadership, Tribal Law, Social Justice, Indigenous Language and Language Revitalization, American Indian Studies, and Higher Education are among the few associations of Hopi colleagues in their respective institutions. The HSS will designate a point person to represent the HSS and bring these stakeholders together to determine and build multiple opportunities for creating educational pathways for students, providing professional development and teacher certification programs for educators, and building capacity for the HSS to sustain itself in a culturally responsive and sustaining manner. These connections will also be critical to increasing hiring opportunities to fill HSS teacher and staff vacancies.

For example, the Institute for Native-serving Educators (“INE”) is a collaborative initiative to strengthen schools across Indian Country. Housed in NAU’s Office of Native American Initiatives, the INE partners with Native Nations, Indigenous-serving schools, and public school districts on and bordering reservation communities to develop professional development

opportunities that meet community needs. At present, the INE is interested in collaborating with the Hopi Tribe and the HSS. The HSS also aims to identify and conduct assessments of career opportunities currently existing and ones that need to be created so that post-secondary planning and collaboration with higher education institutions work to bring Hopi people back home to fill vacant positions. In this manner, the HSS, with our partners, will address a larger initiative aimed at building the capacity of the people of the Hopi Tribe.

Another resource which the HSS intends to build collaborations with is the University of Arizona's Indigenous Teacher Education Program ("ITEP"). ITEP is a Bachelor's Degree granting program that was founded in 2016, whose mission is to increase the number of Indigenous teachers serving Indigenous students, schools and communities. Students in ITEP graduate with a Bachelor's Degree in Early Childhood or Elementary Education and a teaching certification. Some Hopi Tribally Controlled Schools have already participated in this program and brought several teachers to Hopi. HSS intends to further collaborations with ITEP to increase Hopi and other Indigenous teachers on the Hopi Reservation.

4. Career and Technical Education

To help address the Career Readiness goals for Hopi Students, the HSS will expand the Career and Technical Education ("CTE") program at the Hopi Junior Senior High School ("HJSHS"). One of the recently successful CTE programs was created through a partnership with the State of Arizona's N.A.T.I.V.E. Program, which provides Northeastern Arizona schools with CTE teachers, equipment, staff training and curriculum.³ Currently, the HJSHS offers two programs through N.A.T.I.V.E. – Graphic Design and Home Health Aide. These N.A.T.I.V.E. programs are only in their second year at the HJSHS, and a total of 128 High School students are already participating! This is about 44% of the total High School enrollment. N.A.T.I.V.E. has approved another program for the HJSHS, Culinary Arts, and it will begin as soon as a teacher is hired. Once students graduate from a N.A.T.I.V.E. program, they receive an Arizona Department of Education certificate which they can use in their employment pursuits to show certification in their respective fields.

HJSHS currently offers additional CTE programs in Carpentry/Woodworking and Computers, which are funded through BIE/ISEP. An average of 70 HJSHS students attend Carpentry/Woodworking and 103 HJSHS students attend the Computer classes. Welding is another class which students have expressed interest in and which has been offered in the past. Currently, there is no certified Welding teacher to fill this position, and so it is not offered now, but HSS intends to identify a teacher so that it can be offered again soon.

As shown in the participation in all these CTE programs, CTE is very much in demand by our students, and the HSS will seek to expand and improve CTE's programs and classes. An objective for the HSS will be to create a "Grow-Your-Own" program to meet the instructional

³ N.A.T.I.V.E. is an acronym for Northeast Arizona Technological Institute of Vocational Education enacted by the State of Arizona legislature in 1990. It is a Joint Technological Education District in Arizona working in partnership with high schools to provide CTE for students, including: Chinle High School, Ganado High School, Hopi Junior Senior High School, Monument Valley High School, Pinon High School, Red Mesa High School, Tuba City High School, Valley High School, and Window Rock High School.

demands of all current and proposed CTE programs. Additionally, the costs for the appropriate equipment and facilities to provide the foundation of instruction will also need to be provided when addressing expansion opportunities.

The HSS will also increase awareness of CTE programs throughout Hopi Schools. Resources are needed to build CTE Career Awareness in our Hopi elementary and junior high schools to provide students with information on career opportunities which are currently available and which will be available in the future. The HSS will utilize student interest surveys to determine the priority of CTE offerings.

In order for students to prepare for careers, “Career Days” will be offered for both elementary and secondary students with respect to their grade levels to establish the understanding of the areas as well as the skills needed for preparation for the various careers. The HSS is committed to work with all schools to provide appropriate exposure of the “Career Ready” path to meet their employment and future goals.

B. Uniform Curriculum, Standards, Assessments and Accountability

The HBE is dedicated to providing quality education for all students of Hopi schools and to promoting collaboration, consistency, and accountability among all schools and educational programs on the Hopi Reservation. After careful analysis and with the recommendation of the Transition Team, the HBE has selected the BIE’s academic standards, assessments and accountability system for the HSS.

This will bring consistency to the educational services offered at Hopi schools and allow our students greater resources with which to excel. Critical to implementing the HSS curriculum will be creating a system that is horizontally and vertically aligned with the expectations that our students are to meet to be competent and prepared for the demands of a high functioning society. To accomplish this goal, the HBE will work to create an environment of continuous improvement, rigorous academic expectations, teacher teams across vertical and horizontal alignments, and sound accountability measures.

The HBE has developed a process to select a uniform curriculum and supplementary resources in 2023/2024 as set forth in Table No. 5. Schools will begin using this uniform curriculum in the 2024/2025 school year. As part of selecting an effective and rigorous HSS curriculum, the HSS will also proceed with the development of a culturally responsive, place-based learning model. Together, this model and the selected HSS curriculum will create a fully immersive learning experience that combines rigorous academic curriculum with the language, culture, history, and values of the Hopi people.

To monitor the HSS’s success, HBE will continuously collect and analyze student assessment data, establish action plans, and monitor program effectiveness.

1. Academic Standards

As required by Bureau of Indian Education (“BIE”) regulations implementing the Every Student Succeeds Act, each Tribally Controlled School is required to follow the BIE academic standards, unless a school receives a waiver to follow State or other standards. See 25 C.F.R. Part 30. The Hopi Board of Education (“HBE”) has engaged in meaningful consultation with the Transition Team, school Principals, and education stakeholders to select the academic standards which will provide Hopi School System (“HSS”) students with the advanced skills and knowledge needed to prepare them for college, career, and life.

a. Adoption of BIE Academic Standards

After careful research and consideration of the Transition Team’s recommendations, the HBE has adopted the BIE academic standards for the HSS as set forth in Table No. 2 below. See 25 C.F.R. § 30.104. The BIE will pay for the assessments in the content areas set forth in Table No. 2. The standards will also include “alternate academic achievement standards for students with the most significant cognitive disabilities” consistent with the requirements of 25 C.F.R. § 30.104(d) and (e).

Because BIE has not developed standards for social studies, the HSS will utilize Arizona state standards for social studies and any other content area for which BIE has not adopted standards. The curriculum chosen for all content areas will be selected following the Curriculum Development Plan outlined in Table No. 5. Utilizing this Plan will ensure alignment between all content areas and the BIE academic standards.

TABLE NO. 2 – ACADEMIC STANDARDS

Subject	Standards	Grades
English Language Arts	College and Career Readiness	K-12
Mathematics	College and Career Readiness	K-12
Science	Next Generation Science	K-12
English Language Proficiency	English Language Development	K-12
Tribal Civics (when available)	---	---

b. Adoption of State of Arizona Standards in non-BIE Content Areas

In academic areas for which BIE has not yet adopted standards, the HBE has adopted the State of Arizona standards. These areas include but are not limited to: Social Studies, Computer Science, Physical Education, Career and Technical Education, and the Arts. HBE’s understanding

from BIE is that using State of Arizona standards in these content areas will not require a waiver from BIE, but the HSS will need to pay for any assessments in these areas.

c. Long-Term Goal to Develop Hopi Standards

The long-term goal and intention of the HSS will be the development of Hopi's own academic standards that will reflect the unique language, culture, history and identity of the Hopi people. Together, the Hopi standards with western educational standards will promote a form of knowledge translation that creates accountability of the HSS to prepare students for understanding and exemplifying the values of Sumi'ngwa, Nami'ngwa, Hita'ngwa and Pasi'ngwa as they also pursue the post-secondary opportunities and pursuits related to education/training, employment, and independent living. This process will take a number of years to develop and will require significant consultation with stakeholders and experts in developing academic standards.

2. HSS Assessments and Accountability System

a. Assessments

To align with the selected BIE academic standards, the HBE has adopted the BIE's assessments consistent with 25 C.F.R. §§ 30.105 and 30.106. BIE assessments include both academic content standards and academic achievement standards and will allow the HSS to evaluate student performance, learning and understanding. The assessment results will also assist the HSS in determining where and how to allocate resources, adjust curriculum, and provide support for students, teachers and schools. At this time, all classes at the Hopi Junior Senior High School provide letter grades to align with many scholarship requirements.

These assessments must also provide for students with disabilities consistent with 25 C.F.R. §§ 30.107 and 30.108. For students with disabilities, including those with the most significant cognitive disabilities, the HSS will provide "the appropriate accommodations, such as interoperability with, and ability to use, assistive technology . . . necessary to measure the academic achievement of such children relative to the BIE's challenging academic standards or alternate academic achievement standards." 25 C.F.R. § 30.107(a).

For students with the most significant cognitive disabilities, the HSS will further "provide for alternate assessments aligned with the challenging academic content standards for the grade in which the student is enrolled and alternate academic achievement standards described in § 30.104(d) and (e)." 25 C.F.R. § 30.108(a).

As set forth in Table No. 3 below, the HSS will administer the BIE assessments as they become available in the Phases set forth by the BIE as follows:

- Phase One (Off-the-shelf assessments aligned to College and Career Readiness Standards);
- Phase Two (Culturally Relevant Customized Assessments); and
- Phase Three (Tribal Civics).

TABLE NO. 3 – ASSESSMENTS

Subject	Standards	Assessment	Vendor	Grades
English Language Arts (“ELA”) and Mathematics	College and Career Readiness	BIE ELA and Math	Pearson, Inc.	3-8, 11
Science	Next Generation Science	BIE Science	COGNIA	5, 8, 11
Alternate ELA, Mathematics and Science (Cognitive Disabled per IEP)	College and Career Readiness, Next Generation Science	Multi-State Alternate Assessment	COGNIA / Multi-State Alternate Assessment	ELA/Math: 3-8, 11 Science: 5, 8, 11
English Language Proficiency	English Language Development	Access for ELLs	World-Class Instructional Design Assessments (“WIDA”)	K-12
Tribal Civics (when available)	---	---	---	---

b. Accountability System

To monitor and improve student academic achievement, the HSS has adopted the BIE’s accountability system consistent with 25 C.F.R. § 30.111. By utilizing the BIE’s accountability system, the HSS will be able to identify which HSS schools are doing well and which schools need additional support. HSS will be able to tailor resources needed for particular schools to improve academic outcomes for all students. The accountability system will also produce critical data which can be used to communicate schools’ and students’ performance to parents/guardians, staff, our village communities, and the Hopi Tribe.

The HSS will track and analyze at least the accountability indicators as set forth in Table No. 4 below. HBE understands that BIE is currently finalizing the BIE’s point measurement system to ensure that school performance data are equitably measured across different schools. HBE requests the BIE’s point measurement system once it is finalized.

One of the goals of the HSS will be to develop indicators to track student achievement from pre-kindergarten through graduation and post-secondary. The HBE believes this is critical to providing effective school support and improvement plans that take into consideration the “whole child.”

TABLE NO. 4 – ACCOUNTABILITY INDICATORS

Accountability Indicators	Grade Span		Points	
	K-8	High School	K-8	High School
Academic Achievement: Proficiency on ELA & Math Assessment	Yes	Yes	50 Points	50 Points
Other Academic Indicator: Proficiency on Science Assessment	Yes	N/A	20 Points	N/A
English Learner Progress: Applicable to all schools with 10+ English Learners	Yes	Yes	15 Points	15 Points
4-Year Cohort Graduation Rate	N/A	Yes	N/A	20 Points
School Quality Student Success (“SQSS”): Chronic Absenteeism	Yes	Yes	15 Points	15 Points
95% Assessment Participation Rate benchmark, based on enrollment	Yes	Yes	N/A	N/A
Total:			100 Points	100 Points

3. Uniform Curriculum for the Hopi School System

One of the most significant goals of the HSS is to establish a uniform and aligned curriculum across all Hopi schools which supports the mission and vision of the Hopi School System. The HSS will bring consistency and improvement by selecting a uniform curriculum across all elementary schools and the Hopi Junior Senior High School. This will provide vertical and horizontal alignments from K-12 with all students receiving the same quality of instruction and content. This will also ensure that our elementary students enter junior high and high school with the same preparedness for their secondary education.

To transition into use of a uniform curriculum, Hopi’s seven schools will continue to use their existing curriculum for the 2023/2024 school year. Then, as set forth in the Curriculum Development Plan, the HSS will undertake a careful and thorough examination during 2023 to determine the most effective curriculum aligned to meet and exceed BIE standards and assessments and align with HSS’s educational goals. See Table No. 5. This examination will result in the selection of uniform curriculum across all Hopi schools, beginning with the 2024-

2025 school year, that will provide our students with the academic knowledge, problem-solving skills, and critical thinking necessary to succeed in college, career and the future.

To support HSS's uniform curriculum, HBE has put in place academic and administrative structures to ensure the continual management, examination and improvement of curriculum and learning opportunities across Hopi's seven schools. For example, at the Central Administration Office, HBE has created the following three academic departments: Curriculum and Instruction, Hopi Language and Culture, and Exceptional Student Services. Each department will be led by a director who will report directly to the Chief School Administrator. These directors will oversee their departments and coordinate their content areas across all HSS schools to ensure all policy and legal requirements are met and students are receiving the services provided by their departments.

The HSS will seek to create a comprehensive language proficiency program through significant consultation and research of the unique language needs of Hopi students. Currently, not all Hopi schools provide a language proficiency program or the World Class Instruction Design and Assessment ("WIDA"). Because the Hopi language is still spoken in many Hopi homes and the long-term goal is to increase the number of homes in which Hopi is spoken as a first language, the HSS will develop a language proficiency assessment program across all HSS schools to increase consistency and identify students in need of assistance and accommodations with English proficiency. The following is a summary of the program:

- Provide Home Language Survey to parents of all new HSS Kindergarten and older students to determine if a non-English language is spoken at home or the student shows signs of limited English proficiency.
- HSS staff will follow up with any families who are identified in the surveys as possibly speaking a non-English language at home or needing accommodations. Staff will either call or visit homes as appropriate.
- If these follow-up contacts confirm that a non-English language is being spoken in the home or the child is showing limited English proficiency, HSS will conduct a WIDA assessment of the child to determine if the child should be identified as an English Language Learner in NASIS or is in need of other language accommodations. This will include building cooperative relationships with parents and seeking to connect English language to families' heritage and culture.
- Teachers will use best practices, create folders for students, and follow appropriate measures to provide language accommodations.

a. Curriculum Development Plan

To select a uniform curriculum for the HSS, the HBE, teachers and stakeholders of the HSS will undertake a Curriculum Development Plan during 2023 and 2024. See Table No. 5. It will allow the HBE and the HSS to research, analyze and determine the most effective curriculum to unify and provide alignment for all Hopi schools. This will provide our students with the knowledge and skills they need for college and career preparedness. The Plan will be led by a HSS Curriculum Committee whose members will include HSS administrators, teachers and stakeholders. To assist with the selection and implementation of the HSS curriculum, the HSS will hire a Curriculum and Instruction Specialist in the Summer of 2023. This Specialist will lead the planning, develop an alignment plan, and identify the most effective HSS curriculum options. The Specialist will identify comprehensive support in all areas when implementing virtual learning for staff and students and provide training to all HSS teaching staff on the selected curriculum as described below.

One challenge for Hopi schools which is critical to an effective curriculum is providing the resources and infrastructure needed for virtual learning. Hopi schools and the Hopi Tribe have struggled to provide consistent and reliable internet in student' homes. Internet connectivity is additionally impacted because not all Hopi homes have electricity. HBE will partner with the Hopi Tribe to address these infrastructure issues that are so impactful on virtual learning.

HBE will consult with the elementary schools and Hopi Junior Senior High School to determine the most effective learning management system, e.g. "Canvas." The learning management system which is chosen must be compatible and integrate with the student information system ("NASIS"). Meticulous and careful training of staff, administration, and parents/guardians will be required to ensure that all stakeholders are aware of how to use the programs and platforms. Call-in support is also critical to assist staff as well to get questions resolved.

Finally, the selected curriculum will be implemented in phases. Because the elementary school teachers teach all content areas, the HSS anticipates phasing in the new curriculum and teaching resources. During the first year, it is planned that the HSS would implement the English Language Arts ("ELA") and social studies curriculum for the elementary schools. During the second year, the HSS would implement the math and science curriculum for the elementary schools. This will allow our elementary school staff to focus their training in two content areas per year rather than all content areas at once. The HSS will use a professional development plan for the implementation of each new curriculum.

The Hopi Junior Senior High School will follow the same phase in by content area. During the first year, the HSS would implement the English Language Arts ("ELA") and social studies curriculum. During the second year, the HSS would implement the math and science curriculum.

b. Culturally Responsive and Place-Based Learning Model

To support a uniform curriculum, the HSS will develop a culturally responsive, place-based learning model ("HSS Model"). The HSS Model will include development of an evaluation rubric

to assess the effectiveness of the HSS Model. Together, the HSS Model, the evaluation rubric and the selected HSS curriculum will create a fully immersive and joyful learning environment that combines rigorous academic curriculum with the language, culture, history, and values of the Hopi people.

At the center of the HSS Model will be a comprehensive Hopilavayi and Hopi Culture Program that infuses Hopi culture and language into all aspects of school and HSS operations and services. See Code, Chapter 13. This infusion will rely on a holistic approach that ensures that all aspects of HSS organization structure, educational services and management reflects this Model. Examples include but are not limited to: school curriculum, teaching methods, discipline system, behavioral health, administrative services, and school buildings and classrooms (i.e., names of buildings/offices, aesthetic representations, documents/forms, etc.). Hopilavayi and Hopi culture do not operate separately. They are interrelated and interdependent to one another, and it must be threaded throughout the full representation of the HSS.

To be successful, the HSS Model must impact all aspects of the HSS community and policy -- from staff to students -- so that all are invested in and practice the model. Staff will receive training and continual support in regards to the HSS Model. Staff will be encouraged to apply the HSS Model in their own interactions amongst staff to be examples so that the students are able to see how they should treat each other and staff.

The goals of the HSS Model will be to increase student engagement, boost academic outcomes, and create positive impact on students, our village communities and the greater world. Staff will be encouraged to help students discover their talents and passions in learning and to improve teaching techniques, materials, and classroom management to continually improve students' academic skills and knowledge. The HSS Model will combine innovative instructional approaches that:

- Ensures mastery of high academic standards;
- Reflects Hopi language, culture, history, values, and homelands;
- Tailors learning to students' strengths, needs and interests;
- Addresses students' physical, social and emotional health; and
- Promotes student agency and choice of learning to boost student engagement, motivation, opportunity and determination.

For the Hopi people, the process of learning is fundamentally rooted in the expression and continuation of our communities and lands which we call home. The Hopi Tribe is geographically located in the high-country plateau of the Mogollon Rim in the Southwest United States with an enrolled population of 14,535 with 7,464 members living on the Hopi Reservation (Hopi Enrollment Offices, August 9, 2020). While our homelands are quite arid, the Hopi people have mastered dry land farming and created food, soil, and water management systems that have sustained Hopi's traditional lifeways and which continues to the present day. Hopi's relationship

to our homelands is based on an understanding, respect and responsibility to the plants, animals and natural resources with whom we share these lands, and these values will be intertwined into the HSS Model.

One of the HSS Model's goals is to weave innovative, creative and community-based learning techniques and classes into the curriculum design, for example:

- Development of comprehensive Hopi language and culture program across all Hopi schools, including a pilot immersion Hopi language class and/or school;
- Experiential learning (hands on, learning by doing/through experience);
- Combining academic subjects, like science, mathematics, social studies, with cultural knowledge and relevancy, for example, Hopi dry land farming (water and soil management/seed science), Hopi history, Tribal and village governmental structures and civics, and traditional and nutritious Hopi foods;
- Place-based/outdoor learning classes;
- Creative learning skills, especially those which are culturally responsive, for example: arts and crafts, sports, music/singing, dance and theater, service learning activities and creative writing;
- Independent and self-directed study in which students are given greater choice over their course of study. These programs give students greater agency, responsibility and experience in making good choices, exercising problem-solving skills, and opportunities to participate in team building exercises; and
- Social Emotional Learning tools/skills which can be combined with cultural knowledge and can help increase social and emotional development and decrease bullying. These include, but are not limited to:
 - Nurturing a culture of kindness;
 - Teaching decision-making skills;
 - Allowing for structured and unstructured talk time;
 - Students managing conflict through peer mediation;
 - Students doing activities with partners, in groups, and to help others;
 - Holding class meetings; and
 - Encouraging expression and calmness through art, arts and crafts, creative writing, etc.

To support implementation and assessment of our HSS Model, the HSS will examine how Alternative Assessment Tools may be incorporated, as appropriate, including for example:

- Observation, One-on-one conferencing and Interviews;
- Teacher-created tasks (not just relying on textbooks);
- Oral presentations, Visuals, Exhibitions, Performances, and Demonstrations;
- Creative projects and Student Essays/Journals; and
- Mini quizzes tailored to standards.

Finally, the HSS Model will benefit Hopi students by providing deeper academic and creative learning opportunities rooted in understanding and pride in the history, knowledge, clanship systems, and culture of the Hopi people and our relationship and responsibilities to the lands which Hopi people have called home since time immemorial.

C. Hopilavayi and Hopi Culture Program

The Native American Languages Act of 1990 established federal policy to allow the use of Native American languages as the medium of instruction in schools, and affirms the right of Native American children to express themselves, be educated, and assessed in their own Native language. As the Hopi Tribe and Hopi School System, we are asserting our sovereignty to integrate our Hopi language and culture to the fullest extent.

To implement this effort, the HBE will oversee development of a comprehensive Hopilavayi and Hopi Culture Program. See Code, Chapter 13. Demonstrating the HBE's commitment to the new Hopilavayi and Hopi Culture Program, the HBE has created a Hopi Language and Culture Department as its own department within the Central Administration Office. The Hopi Language and Culture Department will be led by a Director to oversee and support Hopi language and culture programs across all Hopi schools, and will report directly to the Chief School Administrator. The Director will work closely with all HSS departments and staff to also create and implement the HSS Place-Based Learning Model. See Transition Handbook, section IV.B.3.b.

Currently, six of the seven Hopi Tribally Controlled Schools (K-6; K-8; Junior (7-8)/Senior (9-12)) provide a school-based Hopi language and culture program. Each of the five elementary schools has one full time Hopi language teacher or paraprofessional. The Hopi Junior Senior High School has two Native language teachers, one for Hopi and one for Navajo.

The amount of time students receive language instruction in the elementary schools varies greatly amongst the schools. Some receive instruction every day and some once or twice a week. The amount of instruction minutes also varies from 20 minutes to 45 minutes per lesson. The K-6/K-8 schools follow an "enrichment" implementation model in which one language and culture teacher provides instruction to students at *all* grade levels or the total student population. Elementary schools don't assign a grade as it is an enrichment class. At the Junior/Senior grade levels, implementation is an "elective" quarterly course offering (Hopi I-IV) by one certified

instructor. There is no graduation requirement for Hopi language. The language program currently includes Hopi, Navajo, Spanish, and previously included French. These classes are all graded on A-F.

Without a standard curriculum, the six Hopi language teachers “determine what to teach and how to teach it” to approximately 1,200 students attending the six schools. The immediate need is to prioritize providing structural and resource support to and for this limited teacher capacity with a move toward long-term language planning and strategic capacity building. This will address and vision the feasibility of language revitalization outcomes within a system-wide and school-based language and culture program. It is critical to note that in the Hopi context, language planning will be specific to Hopi linguistic and cultural needs, thus distinctly different from that of “foreign” or “world languages” programming and development.

As part of the transition to the unified HSS, Transition Team members have begun some preliminary work with the schools’ current Hopilavayi educators to identify the needs of a sustainable and effective Hopilavayi and Hopi Culture Program. For the HSS, HBE will prioritize development of a comprehensive Hopilavayi and Hopi Culture Program. HBE will provide the time and space to continue developing a model for implementation in consultation with Hopi language teachers, community members and stakeholders. This will include developing a Hopilavayi curriculum, teacher resources and increasing the number of certified Hopilavayi teachers. This Program will also increase and require Hopilavayi lesson time in all HSS schools. A long-term goal of this comprehensive approach is development of Hopi Educational standards to incorporate Hopi developmental, language and educational standards to create healthy youth.

For the 2023/2024 school year, each school and its current Hopi language staff (including Navajo language at the HJSHS) will provide Hopi and Navajo language classes for their school, as applicable, and will begin the development processes outlined in this section. Provision of these services will be overseen by the CSA or designee.

D. Exceptional Student Services

HSS schools have significant population of students who receive Exceptional Student Services (“ESS”) -- with the current enrollment including approximately 203 Special Education students (17% of the total student enrollment) and 60 Gifted and Talented Education students (5% of the total student enrollment). All the elementary schools have at least one full time teacher for Special Education and approximately one to four Special Education paraprofessionals. All Hopi schools also contract other needed special education services/positions, for example counselor, speech therapist, physical therapist and occupational therapist on a case-by-case basis dependent on the needs of students.

To facilitate and oversee the administration of ESS services across our six elementary schools and the Hopi Junior Senior High School, the HSS will create an Exceptional Student Services Department and employ a Director of the ESS Department to oversee and coordinate these services across all Hopi schools and to ensure that all students are receiving the services they are entitled to. For the 2023/2024 school year, each school and its current ESS staff will provide ESS services for their school. Provision of these services will be overseen by the CSA or designee.

1. Individuals with Disabilities Education Act Services

The Individuals with Disabilities Education Act (“IDEA”) mandates that Free and Appropriate Public Education (“FAPE”) be provided in the Least Restrictive Environment (“LRE”) for students who are eligible to receive services from ages 3 through 21. The HBE will ensure that all HSS policies align with IDEA regulations and BIE’s special education policy and procedures. These policies will be reviewed by a ESS team on an annual basis to ensure IDEA updates are incorporated into the HSS policy manual. The HSS will use Part B funds only for the excess costs of providing for education and services of students with a disability, to strengthen education, drive reforms and improve results for our students.

Additional resources currently available include utilizing the IDEA Procedural Safeguards, the NASIS Software for reporting and data collection, the use of Native Star for the submission of reports, the federal rules and policies for providing IDEA services, certified special education teachers and qualified paraprofessionals, and the general educators and staff of each school.

The HSS will transition from each school independently contracting for special education related services to the HSS becoming the primary employer of qualified related service professionals to include the professions of educational school psychologist, speech language pathologist, mental health counselors, occupational therapist, and physical therapists. In circumstances where qualified professionals are not able to be recruited and hired by the HSS, the HSS will solicit Request for Proposals (“RFP”) for the identified related service to fulfill required IDEA services by HSS students who may be eligible and are eligible for IDEA services.

The HSS intends to comprehensively overhaul the provision of ESS services across all Hopi schools as follows:

- Establish a unified database management system for the provision and tracking of special education services, funding allocations, and reporting. Currently, each school operates independently in this regard. Developing a database management system also ensures accountability for the continuation of services in circumstances where students may transfer between schools.
- The BIE requests parent surveys be completed in response to their children receiving educational services, however, the results are not tailored to address the Hopi community. For accountability and student/parent satisfaction, the ESS Department will develop such survey with indicators to hold the HSS accountable to students and their families who receive IDEA services.
- Partnerships with educational stakeholders (i.e. schools, BIE, Arizona Department of Education, Hopi Department of Education and Workforce Development, and Arizona universities) to create special education teacher training and certification programs in PK-12 is necessary to address the current shortfall of hiring qualified special education teachers.

- To ensure accountability and prevention of over/underrepresentation of diagnosis of certain disability categories, it is imperative that a procedural process be developed to include the steps of child find, referral, eligibility determination, and the provision of services, and that they are uniformly followed by all Hopi schools. Professional development to promote training and education on the following topics is necessary: Multi-tiered systems of school support (Response to Intervention models), special education services, disability categories, child study teams, high leverage practices, Individualized Education Plans (“IEP”), Section 504, providing accommodations and modifications, transition planning, developing student self-advocacy, IDEA law and mandates, and many more.
- The HBE will ensure that IDEA student’s records will be kept in a confidential database within NASIS which is supported by the BIE. IDEA students within the HSS will have an active IEP and eligibility determination if attending a school within the HSS boundaries. This will enable the students to be counted for the BIE Child Count every year.
- The HBE will ensure that the HSS has implemented a policy for identification and support of 504 students who need accommodations and do not meet the requirements of an IDEA student. These students will have a written plan that is identified in NASIS which will then be kept in a confidential file and distributed to individuals who have the need to know.
- Related services (if needed) will be identified on a student’s IEP and will be implemented as inclusive within the student’s classroom unless otherwise denoted on the student’s IEP. It is important for the student’s IEP team to bring these services into the regular classroom so that the needs of the student are provided in an inclusive environment.
- Child Find, Evaluations and Reevaluations:
 - The HBE will use the SPP/APR Indicator 8 (Parent Survey) before developing additional surveys for the same/similar purpose. The OMB approved parent survey is approved through 2024 and required to be completed by a certain date before the end of the school year. This survey information will be correlated, and the results will be distributed to the BIE for planning purposes. The HBE will identify any questions not identified on the official survey and propose these questions on the survey.
 - The HBE will recruit and retain special education teachers by advertising on BIE and Arizona employment websites. Employment agencies who support certified special education teachers will be contacted for support of the special education teacher and other related service providers who are certified. Job Fairs will be attended by the HSS. Recruitment advertisements will be placed in printed periodicals and newspapers. The

HSS will also support a “Grow your Own” in support obtaining certified special education staff.

- The HBE will support Child find as a component of the Individuals with Disabilities Education Act (IDEA '04). The HBE will locate, identify, and evaluate all children with disabilities, aged birth through 21, located within the HSS's boundaries of responsibility who are in need early intervention or special education services.
- The HSS will employ certified and licensed special education personnel to evaluate and re-evaluate all identified, and child find students for record keeping purposes. Results of the evaluations and data collections will be inputted into the identified confidential NASIS Tracking System Module for data collection and tracking.
- 504 and ADA accessibility in schools:
 - The HBE will develop and publish separate 504/ADA procedures for students with disabilities to ensure accessibility on HSS property. Section 504 requires that the HBE provide students with disabilities a Free and Appropriate Public Education (FAPE) that broadly prohibits discrimination against students with disabilities.
- Transition from Part C to B for students who continue to be eligible:
 - The HBE will ensure that students with a disability (SWD) will be transitioned from Part C to Part B in IDEA by completing a student/school Individual Family Service Plan (IFSP). The IFSP team (which includes the parent/guardian) will develop a transition plan including the steps to exit from the Part C program. These steps include a review of program options for the child once they turn the age of three years old.
 - This will be developed at the transition conference or anytime between 9 months and 90 days prior to the child's third birthday. At that time, the student will be transitioned to the Part B program within the HSS to the Least Restrictive Environment (LRE) within the boundaries of the HBE. This decision will be based on data presented at the transition IFSP conference.
- IDEA provides for necessary early intervention services through the provisions of Part C, to include child find and the provision of services through an Individual Family Service Plan (“IFSP”). The Hopi Tribe's Early Childhood programs will work with Hopi schools to establish IEPs. HBE intends to maintain these relationships and increase collaboration between these programs to ensure children are entering kindergarten with the ESS resources they need.

- The educational outcome and success of students receiving IDEA services is in part dependent in parental involvement and the nature of the culture and language of special education services can be overwhelming on parents. It is imperative to identify culturally responsive and sustaining ways to provide training and education opportunities to students and their families to increase their capacity to become self-advocates and acquire the self-determination skills necessary to collaboratively contribute to their educational careers.
- IDEA services are often misconstrued as a “place” students are sent to if they are having difficulty. This largely conflicts with the Hopi value of Sumi’ngwuwu in which the Hopi people place value on all people for the benefit of all people, therefore in this manner, we must use a Hopi culturally response approach of providing IDEA services to sustain a sense of belonging of our students with disabilities in the general education setting through developing inclusive approaches to education. This also means that as a department, the ESS Department must be included in planning, organizing, and contributing to larger school initiatives that promote the well-being of students. For example, the development of career pathways through career technical training, community and university college education, and other opportunities are mechanisms that the ESS Department can contribute to.
- For ESS records management, original IDEA records will be kept in the Central Administration Office. The area where these records will be labeled as a confidential area. It will be a separate room and the files will be kept in a large, fireproof safe or filing cabinet. The filing safe/cabinets should be kept locked and a list of individuals who can access the files should be updated yearly and put on the door or filing cabinet. The HSS will also maintain a copy of these records at the school level for the Principal. The SPED teacher will also need a working copy. At the school level, these records must also be kept in locked file cabinets with access memos on the front of the cabinet. In front of each student’s file, there should be a sign in sheet for staff to sign when they access the student’s file. The file for the Principal would be for the Principal’s knowledge if needed.

2. Gifted and Talented Education

Under the Exceptional Student Services umbrella, the HSS will provide services to students who are on the other end of the spectrum. These are those students who are identified as gifted/talented. They often exhibit higher-order thinking skills. They require differentiated educational programs and/or services beyond those normally provided by the regular school setting.

To fully support these students and provide them with the resources and opportunities to excel, the HSS will establish a Gifted and Talented Education (“GATE”) program within the ESS Department which will be overseen by a GATE Coordinator for all HSS schools. The GATE Coordinator will be a fully endorsed and state-certified teacher who will work with and coordinate

with the schools' GATE instructors and HSS teachers via an inclusive and intentional program. The HSS will also develop a "Grow-Your-Own" program to develop more teachers endorsed to teach GATE students.

The HBE will ensure that 25 C.F.R. §§ 39.110 through 39.121 for GATE is implemented within the HSS. Gifted and Talented means students who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields; and need services or activities not ordinarily provided by the HSS to fully develop their capabilities.

Screening of students will be completed annually to identify potentially eligible students. GATE evaluations will be managed and organized by the HSS's Central Administration Office's GATE Testing and Placement Office. Evaluations will be administered to students at their respective elementary and middle schools. Students must go through a referral process and then qualify to be able to participate in the HSS GATE Program. The HSS will administer various exams to determine a student's gifted abilities. These exams may include, but not be limited to the Cognitive Abilities Test ("CogAT") and/or the Raven Progressive Matrices. To determine eligibility for Gifted Services, multiple measures will be utilized to ensure HSS looks at a student holistically. Placement offers will be determined based on a student's qualification scores

A student may be nominated for gifted and talented designation using the criteria in [§ 39.114](#). These criteria are the following: a teacher or other school staff, another student, a community member, a parent or legal guardian, the student themselves, information regarding the student's abilities documented by collections of work, audio/visual tapes, school grades, judgement of work by qualified individuals knowledgeable about the student's performances such as artists, musicians, poets, historians, etc., interviews or observations, and information from other sources. To determine who receives gifted and talented funding, the HBE will use qualified professionals to perform a multi-disciplinary assessment.

The assessment may include the examination of work samples or performance appropriate to the area under consideration. To determine if a student receives gifted and talented funding, the HSS must use qualified professionals to perform a multi-disciplinary assessment. The assessment may include the examination of work samples or performance appropriate to the area under consideration for the program. The HSS must have the parent or guardian's written permission to conduct individual assessments or evaluations of a student.

Assessments must meet the following standards for Gifted and Talented Identification:

- The assessment must use assessment instruments specified in [§ 39.114](#) for each of the five criteria for which the student is nominated. If the assessment uses a multi-criteria evaluation, the evaluation must be an unbiased evaluation based on student abilities and needs. Indicators for visual and performing arts and leadership may be determined based on national, regional, or local criteria. The assessment may use student portfolios.

- A multi-disciplinary team will review the assessment results to determine eligibility for gifted and talented services. The purpose of the team is to determine eligibility and placement to receive gifted and talented services. Team members may include a nominator, classroom teacher, qualified professional who conducted the assessment, local experts if needed, and other appropriate individuals such as a school principal and/or a school counselor.

The determination will be made with a minimum of three team members who will design a specific Gifted and Talented Individualized Educational Plan to provide gifted and talented services related to the student who is identified.

The HSS recognizes that gifted students have special educational needs that should be met within the context of educating the “whole child” through a variety of services and options. The role of the GATE program will be to:

- Identify the particular abilities and needs of these students;
- Facilitate, develop, and expand opportunities for learning and identified skill sets;
- Utilize research-based practice to support identified scholars performance to their utmost ability;
- Promote higher order, creative, and critical thinking skills throughout the HSS; and
- Promote creative or productive achievement.

The HSS is committed to providing all students enrolled, with equal access to the HSS’s GATE program. The HSS recognizes that gifted students have unique educational needs that should be met within the context of educating the whole child through a variety of services and options. Gifted Instruction to include, but not be limited to:

- Specialized teaching strategies;
- Critical thinking, creative thinking, and problem-solving skills;
- Learning environments that promote gifted instruction and learning practices; and
- Authentic and culturally relevant instruction.

In the HSS’s GATE programs, students will receive instruction from a gifted-endorsed teacher based on IEP requirements. The HSS will also develop a “Grow-Your-Own” program to develop more teachers endorsed to teach GATE students.

GATE students will develop:

- An understanding of broad-based issues and themes within interdisciplinary and multicultural contexts;
- Independence, self-direction, and collaborative skills;
- Critical and higher-level thinking skills;
- Risk-taking, curiosity, imagination, and enjoyment of complex challenges; and
- An appreciation of human differences.

Students must go through a referral process and then qualify to be able to participate in the HSS GATE Program. The HSS will administer various exams to determine a student's gifted abilities. These exams may include, but not be limited to the Cognitive Abilities Test ("CogAT") and/or the Raven Progressive Matrices. To determine eligibility for Gifted Services, multiple measures will be utilized to ensure HSS looks at a student holistically. Placement offers will be determined based on a student's qualification scores.

GATE evaluations will be managed and organized by the HSS's Central Administration Office's GATE Testing and Placement Office. Evaluations will be administered to students at their respective elementary and middle schools.

E. Libraries

Currently, each Hopi Tribally Controlled School has an established library or has some form of a library/library services. The identified resources that are available in some but not all Hopi school libraries are software management systems, school archives, and materials and resources. The schools also have an identified school librarian or personnel who oversees the function of the library. Other resources available to schools are the border town libraries and the Hopi Cultural Preservation Office archives and collections.

In the future, the HSS will seek to partner with the Hopi Tribe Department of Education and Workforce Development's Hopitutuqaykisisive ("Hopi School on Wheels," a.k.a. "Book Mobile") to provide students, parents and guardians with additional access to books, CDs, DVDs, audiobooks, magazines, Hopi language books, and reading and other learning activities.

Some areas which the HSS will look to develop and improve include, but are not limited to:

- Establishment of certification or recognition standards for a school library and/or online library of materials and resources;
- Inclusion of a HSS-wide listing of assets in all libraries to allow the sharing of resources among all Hopi Schools to identify resources available as well as justification for purchasing/soliciting resources;

- Ensuring the equity of resources to all students by incorporating and investing in text-to-speech resources in libraries for identified students who require this service per Special Education Accommodations/Modifications;
- In conjunction to resources readily available, an identified computer room with updated equipment for student testing and support for student/class projects;
- With the limited number of certified school librarians within Hopi Schools, having one certified librarian at a particular school with librarian paraprofessionals at other Hopi schools will support the mentoring of noncertified librarian paraprofessionals; and
- In addition to the school libraries, HSS will examine establishment of a central Hopi Library/Resource Center to promote and support the cultivation and preservation of Hopi language and culture.

The HSS will examine establishment of a “Grow-Your-Own” librarian program to accommodate and address the limited number of certified librarians in Hopi schools. Lastly, HSS will seek to leverage and expand upon current library resources and librarians to teach students current practices in research methodologies.

TABLE NO. 5 – CURRICULUM DEVELOPMENT PLAN FOR 2023-2024

ACTION	STEPS TO COMPLETION	COMPLETE NO LATER THAN
Finalize Mission and Vision Statements for the HSS	<ul style="list-style-type: none"> • Consultation with Transition Team and stakeholders • HBE approves Mission and Vision statements for the HSS 	January 31, 2023
Selection of academic standards, assessments and accountability system for the HSS	<ul style="list-style-type: none"> • Consultation with Transition Team and stakeholders • HBE selects academic standards, assessments and accountability system for the HSS and includes them in the HSS P.L. 100-297 Grant Application 	January 31, 2023
Finalization and submission of P.L. 100-297, Tribally Controlled Schools Grant Application for the HSS	<ul style="list-style-type: none"> • HBE submits P.L. 100-297 Grant Application to BIE 	January 31, 2023
Hopi School System is established with HBE as the school board for all Hopi schools	<ul style="list-style-type: none"> • BIE approves HBE’s P.L. 100-297 Grant Application 	July 1, 2023
Hire of Curriculum and Instruction Director of the HSS	<ul style="list-style-type: none"> • HBE issues position description, interviews candidates and hires Curriculum and Instruction Director 	July 1, 2023
Curriculum Committee researches and recommends a curriculum aligned to HSS standards and culturally responsive, place-based learning model (“HSS Model”)	<ul style="list-style-type: none"> • HBE appoints members of Curriculum Committee to lead planning, development of an alignment plan, and identification of HSS curriculum options • Identify comprehensive support in all areas when implementing virtual learning for staff and students • HBE hires Curriculum and Instruction Specialist to help identify curriculum best aligned to HSS standards and HSS Model • Conduct school and community meetings to gather input on curriculum needs and options 	Start Feb. 2023 – Complete Nov. 2023

ACTION	STEPS TO COMPLETION	COMPLETE NO LATER THAN
Development of HSS Model	<ul style="list-style-type: none"> • Curriculum Committee oversees school and community meetings on Hopi language, culture and history needs and programming • Curriculum Committee conducts research and consultation with innovative learning specialists to identify Hopi traditional values and place-based learning classes and techniques relevant to HSS curriculum • Hopi Language and Culture Director fully participates in and advises on all stages of development of the HSS Model 	Start Feb. 2023 – Complete March 2024
Final Recommendation for uniform HSS curriculum	<ul style="list-style-type: none"> • Curriculum Committee submits recommendation for HSS uniform curriculum to HBE 	October 31, 2023
Establishment of Curriculum for HSS for 2024/2025 school year	<ul style="list-style-type: none"> • HBE reviews recommendation from Curriculum Committee and selects uniform curriculum for the HSS • Curriculum and Instruction Dep’t, Hopi Language and Culture Dep’t, and Exceptional Student Services Dep’t begin implementing and planning for uniform curriculum 	November 15, 2023
Staff Hired for 2024/2025 school year	<ul style="list-style-type: none"> • HSS Employment contracts executed by employees and HBE • Staff Orientation 	Start March 2024 – Complete Aug. 2024
Teacher professional development and training for selected curriculum and HSS Model	<ul style="list-style-type: none"> • Introduction to the HSS Curriculum which will be phased in one curriculum by year • Curriculum training courses for all HSS teachers and other academic staff provided by professional curriculum and Instruction Specialists/Services for the integration • Establish collaborative “Teacher Teams” • Staff receive training on HSS Model 	Start Jan. 2024 – Complete Aug. 2024
Uniform standards, curriculum and assessments established at all HSS schools	<ul style="list-style-type: none"> • All HSS schools will start phasing in implementation of the HSS uniform curriculum, standards, assessments, and accountability systems and HSS Model • Monitoring and implementation by CSA, Central Administration Office Directors, Principals and other appropriate staff 	2024/2025 School Year

V. ADMINISTRATIVE SERVICES

A. Financial Services

1. Overview of HSS Fiscal Management

Once the HSS P.L. 100-297 grant is approved, the HBE will assume oversight of financial management of all Tribally Controlled Schools on the Hopi Reservation. The HBE will create a “Finance Department” led by a “Finance Director” to oversee and provide these services at the Central Administration Office.

To implement sound business practices, the Hopi Board of Education has adopted detailed Fiscal Management Policies and Procedures for the Hopi School System in Title 4 of the HSS Policies and Procedures Manual. The Fiscal Management Policies and Procedures were developed with significant consultation over many months with the HBE, Hopi School Principals, the Transition Team’s Finance and Human Resources Strategic Planning Team, and other Hopi education stakeholders.

The HBE recognizes that the business operations of the HSS should support educational services by maximizing and prioritizing resources to provide a safe, healthy and vibrant learning environment for students and staff. The HSS fiscal management system will include, but not be limited to: an internal system of financial accounting and bookkeeping that provides checks and balances; specific procurement requirements; banking and investments controls in keeping with accepted financial principles and practices; annual independent audit; and a fund accounting system and chart of accounts. The Finance Director will be charged with ensuring that the HSS’s business operations are efficient, follow all policies and procedures, and are responsive to the needs of students, parents/guardians, staff and our village communities.

The HBE has adopted the Super Circular, 2 C.F.R. Part 200, as may be amended (“Super Circular”), and will comply with all statutes, policies and regulations of the Elementary and Secondary Education Act, Pub. L. No. 89-10, as amended, and the Tribally Controlled Schools Act, P.L. 100-297, as amended. All matters relative to program design, implementation, monitoring, evaluation of program funds, property procurement, management, disbursement, inventory control, auditing, and accounting will be in accordance with the Super Circular and any applicable rules and regulations arising from the laws of the Hopi Tribe, the federal government, State of Arizona, and the HSS’s Tribally Controlled Schools Act grant status.

HSS financial services will include, but not be limited to:

- General Ledger
- Budgeting and Forecasting
- Purchasing and Payables
- Accounts Receivable

- Employee Expense Reimbursements
- Fixed Assets and Warehouse
- E-Procurement and Vendor Access
- Grant Management and Project Accounting
- Student Activities Accounting.

All federal funding will come under the oversight and management of the HSS, including but not limited to:

- Indian School Equalization Program (“ISEP”);
- Title I, II, III, and VI;
- 21st Century, CSI, CARER, and ARPA funds;
- Administrative Cost Grant; and
- Individuals with Disabilities Education Act (“IDEA”).

The HSS will also be responsible for all audit and BIE reporting responsibilities, including but not limited to:

- Quarterly Financial Statement reporting revenues and expenditures (optional);
- Annual SF-425 Financial Statement reporting revenues and expenditures;
- A-133 Annual Financial Audit;
- Biennial compliance audit;
- Annual Report; and
- Program evaluation.

The HSS Fiscal Management Policies and Procedures and internal controls will allow the HSS to safeguard assets and provide clear expectations of HSS finance and personnel policies. The HSS will comply with applicable federal and Tribal laws and regulations. The HSS will also prepare and issue timely and accurate financial reports, statements and audits.

2. HSS Financial Identification and Banking Information

The HBE has already received the following federal entity identification numbers which are required to operate as a recipient of a Tribally Controlled Schools Act grant:

- Internal Revenue Service, Employer Identification Number (EIN); and
- Sam.gov, Unique Entity Identification (UEI) (formerly known as a DUNS number).

The HBE will also apply for and receive the Treasury Department's Automated Standard Application for Payments ("ASAP") identification number in May/June 2023.

On May 4, 2023, the HBE selected Bank of America as the banking institution to provide banking services for the Hopi School System through a "Request for Proposal" process. Once the BIE approves the P.L. 100-297 grant, the BIE will deposit all HSS/school funds into the selected banking institution's HSS accounts which will be overseen by the HBE.

3. Salary schedules

During 2023/2024 school year, all school employees' salaries will be determined by their local schools' existing salary schedules and their contracts will be signed by their local school boards. In preparation for development of a new salary schedule for the 2024/2025 school year, HBE will examine schools' existing salary schedules, establish universal HSS salary schedule for all seven schools, and address pay parity for staff salaries across all schools and competitive with neighboring school districts. The HSS salary schedule will begin with the 2024/2025 school year.

4. Financial Services during 2023/2024 school year

Until June 30, 2023, the current local school boards must establish school budgets and enter into ALL contracts and agreements for the 2023/2024 school year. This applies to contracts for all employees, food services, bus leases, etc. To ensure all services will be ready for next school year, local school boards should be signing these contracts now and making all other necessary preparations. Local school boards are the legal authority to set budgets and enter all contracts through June 30, 2023. HBE has no authority to sign any school contracts until BIE approves the PL 100-297 grant. After the grant is approved, HBE will become responsible for signing new contracts and transferring all contracts signed by the local school boards.

The HBE will utilize the HSS Fiscal Management policies and procedures to maintain integrity of the P.L. 100-297 grant and ensure the schools receive the appropriate funds for their school based on the school's student count, O&M funding, special education, transportation, and all other Title and grant programs.

During the 2023/2024 school year only, HBE will establish site-based budgeting for each school. HSS funding resources will be allocated to the site school with budget authority for programs, payroll, and services granted to the school's principal and business office staff with oversight by and reporting to the CSA. Each school and its current business office staff will provide the financial services for their school. The HBE/CSA will transfer this funding to each school's individual bank account. Then, each school can disburse funds, issue payroll, write checks, pay bills, etc. during the 2023/2024 school year. The HSS will provide the site-based funding to the schools based on the BIE distributions of 80% on July 1 and 20% on December 1 and monthly distributions for any schools which are in BIE sanction Level I or higher. Provision of these services and disbursement of these funds will be overseen by the CSA and Finance Director.

For the 2023/2024 school year, all schools will need to maintain records and work with the CSA to prepare all reporting requirements, for example, SF-425 Financial Report, Annual Report, and the Annual Audit. Beginning with the 2023/2024 school year, it will only be necessary to generate one each of these reports for the Hopi School System and all Hopi schools as a whole. Schools will no longer need to generate their own report for their school. This will begin to dramatically assist schools by reducing the administrative tasks Principals and school administrative staff were previously required to do. In this way, schools can focus more time and resources on providing educational services for our students.

B. Personnel Services

The HBE believes that the success of HSS students and programs hinges on productive and engaged personnel. The HBE's goal is that by providing stimulating, supportive and accountable working conditions, the HSS will attract and retain staff members who are highly qualified and dedicated to the education and welfare of HSS students.

The HSS is dedicated to creating a workplace that fully integrates and reflects Hopi cultural values of cooperation, collaboration and humility to create a professional, positive climate in which HSS employees can help students attain a quality, foundational education. The HSS will support and encourage employees to fulfill the meaning of the Hopi value *Kyaptsi* (respect), by maintaining the highest degree of respect for and obedience to moral standards and ethics, so as not to knowingly abuse, alter or oppose the progressive order and cycle of nature and the sacred manifestations of the creator's teachings.

The HBE will assume responsibility of personnel services for all BIE-funded schools on the Hopi Reservation. The HBE will create a "Personnel Department" led by a "Personnel Director" to oversee and provide these services. The HBE has adopted Personnel Policies and Procedures for the HSS ("Personnel Policies"). The Personnel Policies are designed to provide a professional, positive climate that is consistent with employment contracts and is in conformance with applicable law and regulations. The Personnel Policies were developed with significant consultation over many months with the HBE, Hopi School Principals, the Transition Team's Finance and Human Resources Strategic Planning Team, and other Hopi education stakeholders. The Personnel Policies are contained in Title 5 of the HSS Policies and Procedures Manual.

For the 2023/2024 school year, each school and its current human resources staff will provide the personnel services for their school, including but not limited to tracking employee hours, background checks, adjudications, administering benefits, and processing payroll. Provision of these services will be overseen by the CSA or designee.

C. Infinite Visions Software

After careful research and consultation with our Hopi education stakeholders, the HSS has selected the School ERP Pro Infinite Visions (“Infinite Visions”) computer software for the Central Administration Office and all personnel and finance systems of the HSS. The BIE has already approved the funding for the Infinite Visions software. The Infinite Visions software started in Arizona in 1977, and is now used by 92% of all K-12 public schools in Arizona. Infinite Visions will be provided through and supported by Tyler Technologies, a software and technology services company dedicated to governments and schools. The Hopi Junior Senior High School has been using Infinite Visions for the last two years and finds that it is a very effective finance and human resources management tool.

Tyler Technologies will provide training for all staff, which will begin in Summer 2023 (training will be individualized dependent on the type of user). Infinite Visions will take six to nine months to fully implement across all schools. The Infinite Visions software will streamline and improve fiscal operations, personnel operations and efficiency of the Central Administration Office and all Hopi schools’ administrative systems, including areas such as:

- Payroll, Benefits Management, and Retirement Reporting
- Position Control
- Applicant Tracking and Onboarding
- Substitute Tracking
- Employee Access
- Time Entry
- Employee Contract Management.

The HSS and HBE’s personnel and financial data management systems will be hosted by Tyler Technologies’ fully secure cloud environment. Tyler hosts software applications (School ERP Pro Infinite Visions) and client data in secure, Tyler-owned data centers. Tyler deploys, configures, maintains, and updates the software applications and related data. HSS staff will use a browser and reliable internet connection to access the data and applications they need. Tyler ensures security standards remain in place through ongoing updates and allow multi-factor authentication with active directory integration. Tyler’s employees, skilled in the latest cloud technologies, will also provide 24/7 monitoring for infrastructure, performance, and security.

Infinite Visions includes the ability to track and report on budget and expenditures by any element of HSS’s account codes, including by fund. For grant funded activities, the system can track budget allocations, encumbrances, and actual expenditures and then generate reports of those activities by date range. This system will also be used to assist and streamline the HSS’s grant reporting requirements.

VI. SCHOOL SUPPORT SERVICES

A. Family, Parent and Community Engagement

The HSS believes in building parent/family capacity and skills by using effective parent, family and community engagement strategies to promote positive school-family-community partnerships and to enhance and support student achievement. See HSS Manual, Title 9 (“Parents, Families and Communities”). Parents, guardians and families will be encouraged to participate in a meaningful manner to support and encourage student learning. Parents and guardians can be involved by assisting teachers in the classroom (after successful passage of background check), attending reading and math workshops, learning about technology, teaching Hopi arts and crafts to students, and collaborating with staff, teachers and school board members. The Central Administration Office’s Federal Programs Coordinator will be the contact for each school’s Family Liaison and staff for any questions or issues they need guidance or assistance with.

Because the Hopi School System (“HSS”) receives Title I, Part A funds, the HSS will “develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy” that contains information required by section 1116 of the Every Student Succeeds Act (“ESSA”).

The HSS will also establish a Family Teacher Organization (“FTO”) at each Hopi Tribally Controlled School. The HSS has titled its parent/family engagement organization as a “Family Teacher Organization” to be inclusive of the full scope of parents, grandparents and legal guardians who care for our Hopi children. The mission of the HSS’s FTOs will be to provide input and contribute to educational planning with the administration and academic staff. The FTOs will also support and assist parents and guardians in developing the necessary skills to contribute to student success.

Parents, guardians and families will be encouraged to participate in a meaningful manner to support and encourage student learning. See HSS Manual, Title 9. Parents and guardians can be involved by assisting teachers in the classroom, attending reading and math workshops, learning about technology, teaching Hopi arts and crafts to students, and collaborating with staff, teachers and school board members.

Currently, not all schools have a parent/family liaison as a paid position. Because of the critical importance of this position to build outreach with communities and families, the HSS intends to hire a “Family Liaison” at each HSS school. These Family Liaison positions will begin with the 2024/2025 school year, and will be a full time position which will share in multiple duties/positions as needed. The Family Liaison will provide training, resources and assistance to the families and the FTO in matters related to their children served by the school. The Family Liaison will serve as the connection between the school and the families and will encourage parent and family engagement. The Family Liaisons’ point of contact in the Central Administration Office will be the Federal Programs Coordinator.

B. Information Technology Services

The HSS is committed to ensuring that our students are prepared to thrive in a technology-rich 21st-century world. The HSS will create a HSS Information Technology (“IT”) Department in the Central Administration Office that will be dedicated to making technology accessible to all students and provide technical support to students and staff. The IT Department will be led by an IT Director who will oversee all technology services and IT technicians of the HSS. The Hopi Board of Education (“HBE”) has adopted IT Policies and Procedures for the HSS in Title 10 of the HSS Policies and Procedures Manual.

The IT Department will be committed to enhancing and improving the HSS’s technology resources and support at all HSS schools on an equitable basis. The IT Director will work with and coordinate local IT technicians at the schools. The HSS data network (“HSS Network”) will extend over a 2,531 square mile area and serve approximately 1,200 students and 373 employees. The HSS Network will encompass one of the largest tribal school networks in the country.

The HSS Network will offer students and staff access to technology resources for educational and instructional purposes. HSS will offer staff and students access to Email and the Internet. Email and Internet access will be intended to promote, enhance, and support educational goals and objectives. To gain access to the HSS Network, Email and the Internet, all staff, students (parents/guardians), visitors, vendors/contractors will sign an Internet Acceptable Use Agreement, which provides their agreement to the HSS technology policies, restrictions and oversight.

Other IT programs and resources which will be available for HSS students, staff, and/or parents and guardians include the following:

Student Technology for Learning. Hopi schools will have a 1:1 student to device ratio with PCs, Chromebooks, iPads, computer labs and teacher laptops/desktops along with interactive whiteboards in each classroom. In addition to ensuring that technology devices throughout Hopi schools are functioning properly, the IT Department will manage how technology is integrated into daily instruction. The use of technology by teachers and students for communication and collaboration, as well as in support of critical thinking and creativity, is essential to learning the skills and competencies necessary to prepare students for college and career.

Digital Citizenship. Digital citizenship is considered the norm of appropriate and responsible technology use. Digital citizenship is an ongoing process that the HSS staff will teach in all grade levels to promote safe, legal, and ethical uses of student technology. The HSS believes that educating students about digital citizenship and appropriate technology use are essential components of integrating technology successfully. There are seven different concepts that HSS students will learn about during their exposure to Digital Citizenship. These include:

- Media Balance and Well-Being;
- Privacy and Security;
- Digital Footprint and Identity;
- Cyberbullying, Digital Drama and Hate Speech;

- News and Media Literacy;
- Relationships and Communication; and
- Student Technology and Student Safety.

Student Record Management System. The Hopi School System will use Infinite Campus and the Native American Student Information System (“NASIS”), which is the BIE’s Student Information System. The system will provide principals, teachers, parents, and students with data at their fingertips. The HSS will also include Federal Information Systems Security Awareness (“FISSA”) annual training.

Instructional and Administrative Computers. The IT Department will support computers in labs, classrooms, and offices. The IT Department will also support the HSS installation and administration of the HSS’s library system and the Food Services’ computer system. HSS has requested startup funds to fill the Central Administration Office with the computers, servers, printers and other technology needs for the new HSS, which will be overseen by the IT Department.

Human Resources and Financial Records System. The HSS will utilize the School ERP Pro Infinite Visions business software from Tyler Technologies for all schools. Infinite Visions provides tools that automate the HSS’s day-to-day business activities: from recruiting and hiring staff, to procuring supplies, to maintaining asset inventory, to running payroll, and to processing employee benefits. For example, Infinite Visions software allows the HSS to submit, process, and approve requisitions for supplies and services electronically. Automating the workflow and approval process in this way streamlines and speeds up the delivery of goods and services to the HSS. Employees can also access their own pay and retirement information online from any computer any time using Infinite Visions Self Service.

Voice and Data Network. Extending over 2,531 square miles, the HSS’s voice and data network will be one of the largest in the state of Arizona. The HSS’s private branch exchange (“PBX”) voice system will operate on servers with hundreds of extensions. The network will provide voice services for the HSS’s telephones, including a telephone in every classroom, voicemail services, and teleconference bridges, to name a few. Through this network, the HSS’s computers will connect to the Internet and to central and site servers using wireline and wireless connections. The infrastructure required to support the HSS’s voice, data, and video services will require hundreds, if not thousands of voice and data drops, hundreds of thousands of miles of infrastructure, and multimillion dollars of equipment.

Mobile Computer Laboratory. In the future, the HSS will seek to partner with the Hopi Tribe Department of Education and Workforce Development’s Hopiwuwanamp’tapisikisve (“Computer Laboratory on Wheels”) to offer support to parents, guardians and students with access and use of Chromebooks, WiFi, computers, laptops and computer classes.

For the 2023/2024 school year, each school and its current IT staff will provide the technology support services for their school. Provision of these services will be overseen by the CSA or designee.

C. Facilities (Operations and Maintenance)

As part of the HBE's P.L. 100-297 grant application, the HBE requested the transfer of facilities operations and management ("O&M") programs for all federally-funded schools on the Hopi Reservation to the HSS. This includes First Mesa Elementary School and the Keams Canyon Elementary School. This transfer to the HSS of these services will begin with the 2023/2024 school year. The HBE has adopted Facilities Policies and Procedures for the HSS which are contained in Title 7 of the HSS Manual.

The HBE will create a "Facilities Department" in the Central Administration Office that will be dedicated to providing effective and economical management of the Bureau of Indian Affairs ("BIA")/Bureau of Indian Education's ("BIE") facilities and equipment. The Facilities Department will be led by a Facilities Director who will oversee all operations and maintenance programs and staff at all Hopi schools, related quarters, and Central Administration Office. These duties will include preservation, upkeep and restoration of buildings, utility systems, equipment and grounds to ensure safe and usable facilities for HSS students, staff and the public.

The HBE and the HSS will follow all legal and reporting requirements of the BIA/BIE and BIE's Maximo system. The HBE will work with the BIE and BIA to train facilities staff in using the Maximo system. The HBE understands that facilities funding is determined in two primary categories: 1) Operations, and 2) Maintenance. Both are discussed below.

Operations. Operations include general day-to-day services. Examples of operations include:

- Cleaning facilities;
- Monitoring utility systems and services;
- Ensuring the proper disposal of trash and garbage; and
- Arranging for and paying for utilities services.

Maintenance. Maintenance services include activities that are intended to keep facilities and equipment in good working condition and falls under two sub-categories: Preventative (Scheduled) Maintenance and Unscheduled Maintenance.

Preventative (Scheduled) Maintenance. Scheduled activities are those regular and planned activities intended to keep facilities and equipment in good working condition. Inspections of critical facility components are conducted at predetermined times to verify proper operations and conditions and to service or identify more extensive replacement or repair needs requiring Shop Order or Follow-up services. Standard practices and manufacturer's recommended maintenance procedures will be used for particular systems and equipment. Examples of Scheduled Maintenance activities that extend the life of facilities and equipment are:

- Cleaning components thoroughly and properly;

- Replacing filters, adjusting belts, lubricating parts;
- Assuring proper temperature and pressures of heating and cooling systems to ensure efficient use of energy and/or combustion fuels;
- Testing and maintaining proper chemical balance in domestic water systems;
- Ensuring proper operation of emergency systems; and
- Repairing minor room problems to slow progressive deterioration to prevent damage to other parts of the buildings.

Unscheduled Maintenance. Unscheduled maintenance is considered care of facilities that is not routine. Unscheduled maintenance items that are less than \$2,500 will be performed/repaired using the normal Maintenance program and budget. Unscheduled maintenance items in excess of \$2,500 become eligible for funding under the Minor Improvement and Repair Program, and should be entered into Maximo as a backlog item.

If any emergency should arise, such as a major electrical outage or any major repairs that could potentially impact a required program or activity or other requirements beyond the capacity of the local facilities personnel, and if the estimated cost of repairs is over \$2,500 (per emergency), the HBE must notify the appropriate BIE/BIA offices of the emergency.

For the 2023/2024 school year, each school and its current facilities staff will provide the facilities services, Maximo entry, etc. for their school. Provision of these services will be overseen by the CSA or designee.

D. Property Management System

Once the HSS P.L. 100-297 grant is approved, the HBE will assume responsibility over all HSS property and equipment. To establish requirements and procedures for the use, care, maintenance and disposition of HSS property and to account for all HSS property and equipment, the HBE has adopted Property Management and Disposition Policies and Procedures in Chapter 4500 of Title 4 of the HSS Policies and Procedures Manual.

The HSS property management system will be maintained by the Warehouse/Inventory Coordinator to ensure that all assets exist, are in use, and are properly recorded. It is the policy of the HSS to tag all property and equipment upon receipt and to assign an identification number to the property and equipment and all applicable documents. The property management and disposal system will be maintained in compliance with Statement No. 34 of the Governmental Accounting Standards Board (“GASB”) and the Super Circular, 2 C.F.R. Part 200, as amended. The Warehouse/Inventory Coordinator will oversee and work with the school facilities managers to ensure that all HSS property management policies and procedures are properly implemented and maintained.

An inventory will be conducted each year to maintain a current list of assets of the HSS and will require a physical inspection of each item of personal property for which a Master Locator

List will be prepared. A computer program will be maintained to track all items of HSS property or equipment that has been inventoried. Each entry will identify the property, its property number, the department to which the property is assigned, the name of the custodian, and the purchase cost of the property.

The HBE's oversight of HSS property and equipment will include training of facilities staff in all required areas under the HSS P.L. 100-297 grant. This training will include training on and use of the BIE's Maximo system to properly allocate facilities funding and repair and maintenance schedules.

During the 2023/2024 school year, each school and its facilities staff will provide the property, equipment and inventory services for their school. Provision of these services will be overseen by the CSA or designee.

E. Housing Quarters and Programs

Use of all existing housing quarters associated with their respective Tribally Controlled Schools are to be included in the HSS's P.L. 100-297 grant. In addition, the HBE intends to grant and participate in all federal housing programs and funding which may be used to repair, replace and build new quarters as housing is a critical need for Hopi schools.

Existing quarters, which should be transferred to the HBE once BIE approves the grant, include quarters for the following schools:

- First Mesa Elementary School;
- Second Mesa Day School;
- Hopi Day School;
- Hotevilla Bacavi Community School;
- Moencopi Day School;
- Keams Canyon Elementary School; and
- Hopi Junior Senior High School.

As set forth in the HSS Policies and Procedures Manual, a Housing Committee will oversee the HSS Quarters program and will make determinations on housing based on the priority set forth in the HSS Manual. See HSS Manual, Chapters 7100-7300.

During the 2023/2024 school year, each school and its facilities staff will provide the facilities services for housing units at their school. Provision of these services will be overseen by the CSA or designee.

F. Risk Management

1. Purpose

The Hopi School System recognizes that a comprehensive risk management program is essential to protecting HSS resources and providing a safe, secure and healthy learning environment for students, staff and the public. The Hopi Board of Education (“HBE”) has adopted Facilities and Risk Management Policies and Procedures for the HSS in Title 7 of the HSS Policies and Procedures Manual (“HSS Manual”). The HSS Risk Management Policies and Procedures are contained in Chapter 7500 of Title 7.

2. HSS Environmental and Safety Program

To develop a HSS risk management program for all HSS schools and facilities, the HBE will establish a comprehensive risk management program, entitled the “Environmental and Safety Program.” See HSS Manual, secs. 7510-7512. The Environmental and Safety Program will include planning, organizing, monitoring and controlling HSS activities to identify and minimize the potential for accidents, injury and the adverse effects of accidental losses, for example:

- Identifying the risks inherent in the operation of HSS education and operation programs;
- Assessing and mitigating risks through loss control and safety-related activities and training;
- Promptly reporting and keeping records of accidents, losses and damage; and
- Identifying applicable environmental regulatory requirements and implementing procedures to ensure compliance.

The Environmental and Safety Program will include specific prevention/mitigation, preparedness, response, and recovery strategies and actions, such as:

- Environmental compliance and awareness training for staff, as required by applicable environmental regulations;
- First aid training for staff;
- Drills for students and staff;
- Regular inspections of facilities;
- Chain of command protocols; and
- Arrangements for students and staff with special needs.

The practice of safety will be included in the instructional plan of the HSS by virtue of educational programs in traffic and pedestrian safety, driver education, fire prevention, and emergency procedures appropriate for students at different grade levels. To minimize risk exposure, HBE will also adopt clear procedures related to discrimination, harassment, safety procedures, and the timely handling of claims, and ensure these procedures are enforced fairly and consistently.

During the 2023/2024 school year, each school and its facilities and risk management staff will provide the risk management services for their school. Provision of these services will be overseen by the CSA or designee.

G. Transportation Services

As part of the HBE's P.L. 100-297 grant application, the HBE requested transfer of the responsibility to transport students between home and school each day to the HSS for all federally-funded schools on the Hopi Reservation. The HBE has adopted Transportation Policies and Procedures for the HSS which are contained in Title 6 of the HSS Manual.

The HSS will create a "Transportation Department" in the Central Administration Office that will be dedicated to providing safe and on time bus services for HSS students as well as maintaining HSS fleet vehicles used for official HSS business and student activities. The HSS Transportation Department will be led by a "Transportation Director" who will oversee all bus drivers, organize bus routes and manage buses to ensure they remain in good working order.

The HBE plans for HSS buses will be both leased and owned by the HSS, as the schools do now. In the future, HBE may establish a HSS bus barn to house, maintain and repair buses. For now, buses will continue to be stored at their respective schools and run their bus routes from their school base.

Bus Drivers will transport students to and from school using regularly established routes and schedules. Drivers may be required to transport students on field trips and to medical facilities as needed. Bus Drivers are responsible for the supervision of students and for assuring the safety of students while on the bus. The formula used to determine transportation funding depends on the amount of road and dirt miles the bus travels each day.

For the 2023/2024 school year, each school and its current transportation staff will provide the transportation services, house buses as they have been, and provide the bus mileage to the BIE as they have been prior to the transition. Provision of these services will be overseen by the CSA or designee.

H. Food Services

As part of the HBE's P.L. 100-297 grant application, the HBE requested to provide food services to HSS students for all federally-funded schools on the Hopi Reservation. The HSS will include a "Food and Nutrition Services Department" within the Central Administration Office. This Department will be led by a "Food and Nutrition Services Director" to oversee and implement food services for the HSS and HSS schools. All food and perishable property for HSS schools

will be ordered through the Food and Nutrition Services Department so that procurement can be centralized to ensure the most economical pricing for foods purchased for all schools. See HSS Manual, sec. 4530.

The HSS will follow United States Department of Agriculture (“USDA”) guidelines in providing nutritious and healthy meals. The HSS will ensure necessary training completion for all food service staff to meet the needs of students. Provision of food services will align with the physical/emotional wellness component of the HSS mission, vision and goals. The HSS also intends to examine how the provision of food services can be reflective and inclusive of Hopi traditional foods.

The HSS food service program will provide nutritious meals two times a day for all students (breakfast and lunch). The HSS will participate in the USDA reimbursement program for qualified meals served to students enrolled at HSS schools. The HSS will also participate in the USDA Summer Food Service Program.

For the 2023/2024 school year, each school and its current food services staff will provide the food services and contracts for their school. Schools should be entering these contracts now as the HBE has no legal authority to sign these contracts. Provision of these services will be overseen by the CSA or designee.

For the 2024/2025 school year, the HBE will apply to Arizona Department of Education for a “Food Program Permanent Service Agreement,” under the new Food and Nutrition Department Director’s name and the HBE Chairperson’s name. All HSS schools will be under this Permanent Service Agreement as a unified system with names of all seven schools listed as “sites.” Once approved by Arizona Department of Education, the HSS will also require approval by the U.S. Department of Agriculture for the new unified system’s food program. The HBE plans to build or designate a centralized warehouse for storage so that bulk purchases can be made of canned and other shelf-stable foods to reduce costs. The HBE will also begin applications for the HSS, as a unified school system, for other critical food service programs, including but not limited to: National School Lunch Program, School Breakfast Program, and Community Eligibility Provision programs.

I. Security Services

The HSS is committed to creating a safe, inclusive, and secure environment in all HSS schools. The HBE has created a Facilities Department which is charged with oversight of the buildings and equipment of the HSS. One of the staff positions in this Department will be the “Security Services Coordinator” who will coordinate the provision of security services at each HSS school. Within the HSS, there will be at least one security staff at each elementary school as identified security needs require. The Hopi Junior Senior High School will continue to follow existing staffing levels, which is six security staff. The HBE has adopted Facilities and Risk Management Policies and Procedures in Title 7 of the HSS Manual which contains much of the safety and security measures and policies of the HSS.

The goal of HSS Security Services is to create and maintain a safe and secure educational environment for all students and staff members. This includes the protection of life and property, the resolution of conflict, and the proactive reduction in the commission of crimes on all HSS property. The Security Services Coordinator will work with the facilities managers and security guards at each HSS school to ensure that that school staff have the resources and training to implement this mission.

Access to keys is a vital role in the safety and security of all HSS personnel entering a HSS site. The manner in which keys and control access cards are issued and overseen impact the overall ability of the Facilities Department to reduce unauthorized access to HSS sites. The security of sites are compromised when keys or access cards are “passed on” or not returned to the HSS, and therefore, HSS will institute strict protocols for the use of HSS keys and access cards.

Here are some other examples of how the HSS will work to maintain the safety and security of our HSS community:

- Each school will have an Continuity of Operations Plan (“COOP”) that is adaptive and scalable. Specific details within the COOP are intentionally kept confidential for the safety of our staff, students, and visitors in our buildings.
- HSS will continue to build partnerships with law enforcement and first responders to regularly monitor and evaluate our protocols.
- School Emergency Response Teams will plan emergency response procedures for each site with an emergency evacuation and parent/guardian and student reunification plan.
- Drills and staff training will be undertaken throughout the year.
- Specific safety protocols will be in place for each type of emergency response: evacuation, secure, lockdown, and shelter in place.
- Schools will have a single point of entry for visitors and required sign-in through the front office.
- Schools will maintain staffing resources for CPR, first aid, and counseling.
- Helping to provide security at HBE Meetings (in accordance with Policy), Back to School assembly, Town Hall meetings, and other HSS-wide events or public meetings, and providing dignitary protection.

Ensuring the safety of our schools is a group effort. HSS will work with students, parents, and community members to partner with us to keep our students and employees safe and secure. For the 2023/2024 school year, each school and its current security service staff will provide the security services for their school. Provision of these services will be overseen by the CSA or designee.

J. Mental Health and Wellness Services

Mental health and wellness will be critical to providing a healthy and effective educational environment for HSS students. As required by the Code, the HBE will appoint a Behavioral Wellness Committee to identify needs and resources for behavioral health and social services within the schools and to assist in the coordination of these services at the schools. Code, sec. 4.9.D(5).

Currently, Hopi Tribe's Behavioral Health Services ("BHS") and Hopi Social Services coordinate some services with Hopi's schools. BHS has therapists/counselors and multiple prevention programs which provide assistance to the schools. The schools have referral systems in place for students who need more intensive therapeutic services. These referrals go to BHS as well as being referred off the Hopi Reservation to which parents transport their children.

However, much more coordination, education and sharing of resources is needed to address the behavioral, mental/emotional, and social needs of HSS students. The HBE intends to significantly increase the coordination and partnership with Hopi Behavioral Health Services, Hopi Social Services and Hopi Law Enforcement Services to provide greater services and support for students' and staff's behavioral and mental health and wellness. BHS recently recommended the adoption of the "Hopi Schools Self-Harm Intervention Protocol" for use in HSS schools to help identify and prevent self-harming and suicidal behaviors. To begin these partnerships and coordination with the HSS, the HBE has adopted this protocol and intends to incorporate it into the HSS's student intervention programs.

For mental health and wellness, the Hopi Junior Senior High School has two to three substance abuse counselors to assist in addressing negative behaviors, and they have a system in place for students who have been found to be engaging in substance use. This staff and program will continue in the HSS.

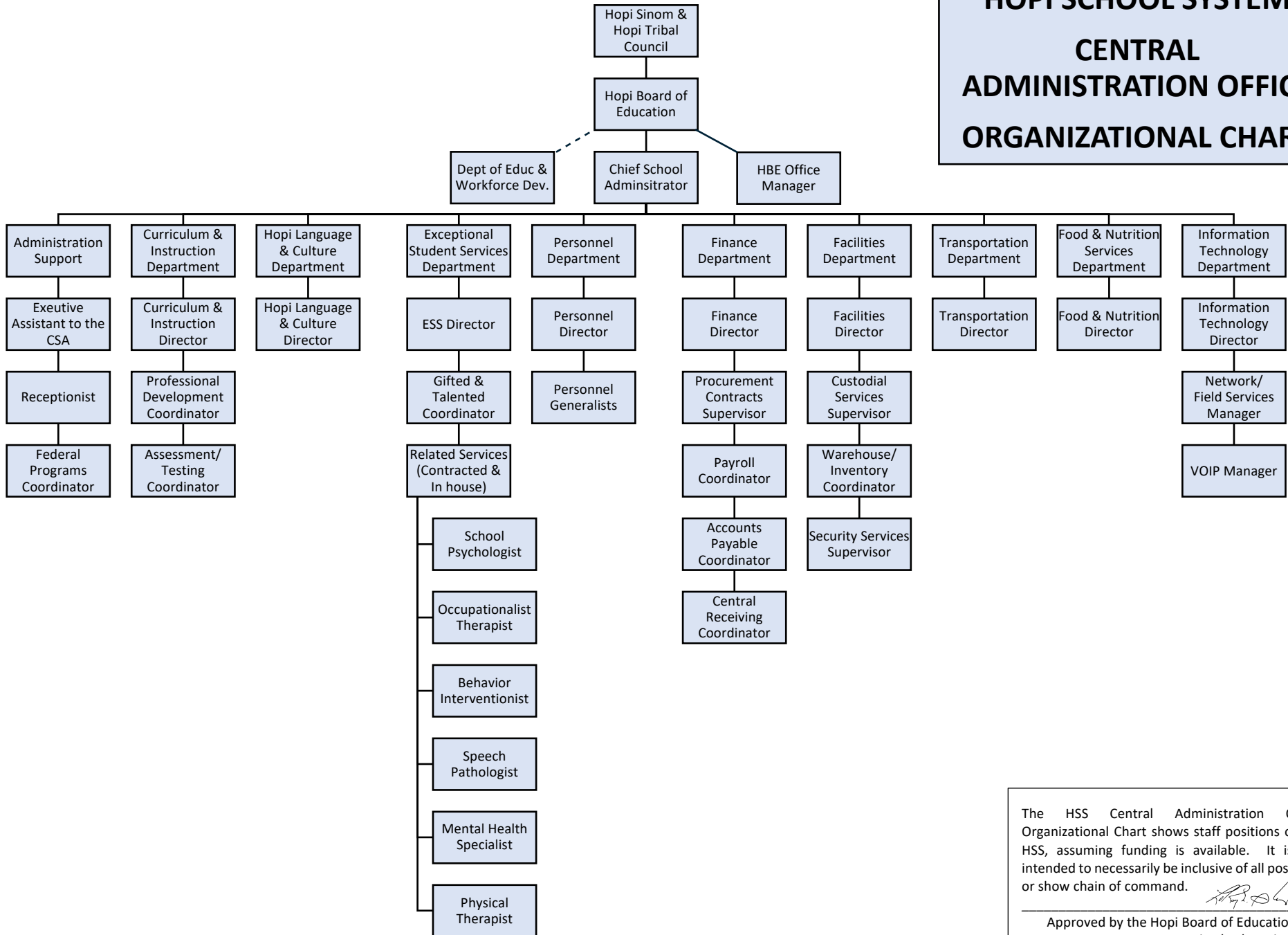
The HSS will use a combination of contracted positions and employees to provide behavioral health services as needed. The HBE plans to increase the number of employed or contracted therapists at one per every two schools to rotate between the schools. HSS also intends to expand behavioral health awareness and programs in our curriculum as that is becoming an increasing concern in many of our students, especially following the COVID-19 pandemic. For example, HSS will explore adding Social Emotional Learning, Positive Behavioral Interventions and Support ("PBIS"), AVID program for positive behavior, and/or other social, behavioral health programs and curricula in the HSS. These programs will be based on fund availability, resources, and grants.

VII. SUMMARY

Under the Hopi Education Code, the Hopi School System's transition will occur by July 1, 2023. HBE thanks all stakeholders who contributed to this process for the benefit of our Hopi children and Hopi School System students. For additional information, you may visit the Hopi School System website for up to date information: www.hopischoolsystem.org, or email: info@hopischoolsystem.org.

APPENDIX A

**HOPI SCHOOL SYSTEM
CENTRAL
ADMINISTRATION OFFICE
ORGANIZATIONAL CHART**



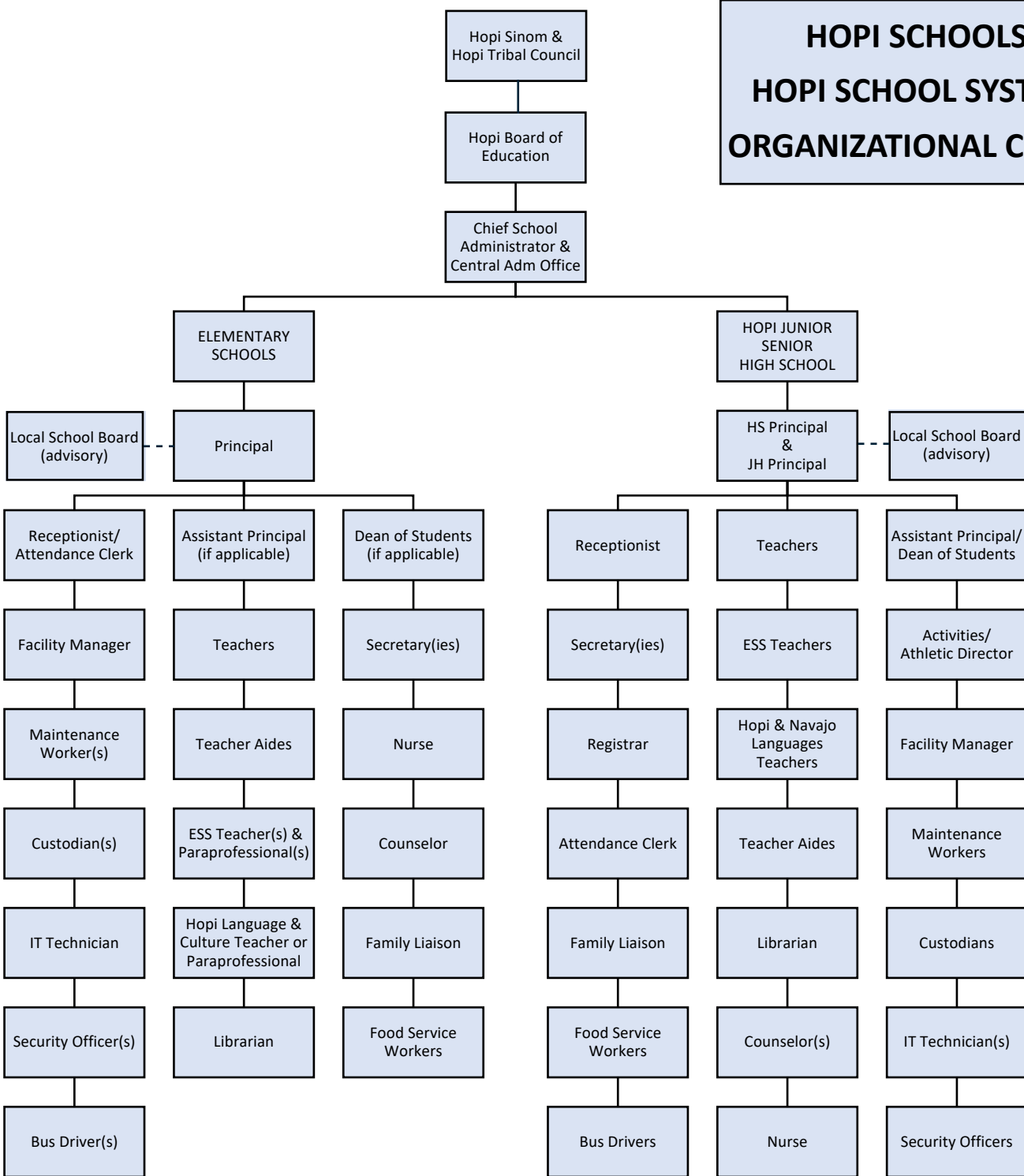
The HSS Central Administration Office Organizational Chart shows staff positions of the HSS, assuming funding is available. It is not intended to necessarily be inclusive of all positions or show chain of command.

[Signature]

Approved by the Hopi Board of Education
Action Item # 08-2023 (05/17/2023).

APPENDIX A

**HOPI SCHOOLS
HOPI SCHOOL SYSTEM
ORGANIZATIONAL CHART**



The HSS School Organizational Chart shows staff positions of the HSS, assuming funding is available. It is not intended to necessarily be inclusive of all positions or show chain of command.

Approved by the Hopi Board of Education
Action Item # 08-2023 (05/17/2023).

**APPENDIX B
MAP OF ATTENDANCE AREA DESIGNATIONS**

