

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

OIE Demonstration Grants

CFDA # 84.299A

PR/Award # S299A150027

Grants.gov Tracking#: GRANT11949781

OMB No. , Expiration Date:

Closing Date: Jun 29, 2015

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/26/2015"/>	4. Applicant Identifier: <input type="text" value="Haliwa-Saponi Indian Tribe"/>
--	---

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="237377602"/>	* c. Organizational DUNS: <input type="text" value="1629246090000"/>
---	---

d. Address:

* Street1:	<input type="text" value="P.O. 99"/>
Street2:	<input type="text" value="390210 NC Hwy 561"/>
* City:	<input type="text" value="Hollister"/>
County/Parish:	<input type="text" value="Halifax"/>
* State:	<input type="text" value="NC: North Carolina"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="27844/0099"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Archie"/>
Middle Name: <input type="text" value="Davis"/>	
* Last Name: <input type="text" value="Lynch"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="252-586-4017 x222"/>	Fax Number: <input type="text" value="252-586-3918"/>
--	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

J: Indian/Native American Tribal Government (Other than Federally Recognized)

Type of Applicant 2: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-042815-001

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program CFDA Number 84.299A

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Haliwa-Saponi Native Youth Initiative

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="600,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="600,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Archie Lynch</p>	<p>TITLE</p> <p>Tribal Administrator</p>
<p>APPLICANT ORGANIZATION</p> <p>Haliwa-Saponi Indian Tribe Inc</p>	<p>DATE SUBMITTED</p> <p>06/26/2015</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Indian Education -- Special Programs for Indian Children"/> CFDA Number, if applicable: <input type="text" value="84.299"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
 * Last Name Suffix

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. . **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number. 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION		
Haliwa-Saponi Indian Tribe Inc		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Mr.	* First Name: Archie	Middle Name: Davis
* Last Name: Lynch	Suffix:	
* Title: Tribal Administrator		
* SIGNATURE: Archie Lynch	* DATE: 06/26/2015	

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

The Haliwa-Saponi Indian Tribe through the *Haliwa-Saponi Native Youth Initiative (HSNYI)* purposed to better prepare its American Indian students for college, career readiness and life. Informed sets of data revealed both in-and-out of school barriers. The greatest barriers to college and career readiness were lack of student agency, significant gaps in student achievement and lack of parent and tribal community involvement. These barriers are directly interconnected to the negative influences of intergenerational poverty and trauma. Subsequently, the HSNYI Indigenized Logic Model and theory of action supported a Collectivistic Approach. What emerged was an opportunity to create a culturally responsive system of education and community-based programs to support students. The four goals and measurable objectives identified were:

Goal 1- Increase Holistic Student Agency

- Learning Styles ~Teaching Styles and Cultural Responsiveness
- Differentiated Instruction-Best Practices
- Student- Led Conferences

Goal 2- Grounding Academic Rigor and Culturally Responsiveness K-12 Initiatives

- Structure for Monitoring Continuous Improvement
- Professional Learning Communities (PLC)- Support of Student Learning

Goal 3- ACT Preparation – Walking the Red Road for Life Quality

- EXPLORE and PLAN – Results to improve Student Performance- Development
- ACT Professional Development for Teachers
- Native Youth Taking Advanced Placement Courses

Goal 4-Identifying Our Strengths and Redefining NaTivE Culture to Include Career and College Readiness

- Seminar Series- Critical topics to be presented at tribal school
- Teen Court- Participation in diversion program –Learning Partners

HSNYI was implemented in a rural geographic area, in southeastern Warren and southwestern Halifax County border, which is in the northeastern region of North Carolina. The Haliwa-Saponi Indian Tribal School, the first tribal charter school in North Carolina, was the central place for implementation of HSNYI. Our partnerships to connect opportunities and mitigate barriers include the Tribe and 1) the three local LEAs: Haliwa-Saponi Tribal School, Halifax County Schools and Warren County Schools; and 2) Iredell-Statesville Schools, a national model for Performance Excellence in Response to Intervention (RtI) and PLC Teacher Support Structures. Warren County Youth Services Bureau committed to collaborate as service partner; imaginED Partners will also collaborate as a service partner through the provision of consulting services. The HSNYI service partners offer a unique set of skills and resources to address the identified out of school barriers of the Haliwa-Saponi Indian students. The expected outcomes of HSNYI for the tribal community to better understand the barriers, implications, and how they can support students in college and career readiness.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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HALIWA-SAPONI NATIVE YOUTH INITIATIVE

A. NEED FOR PROJECT

The Haliwa-Saponi Indian Tribe consists of approximately 4,300 enrolled tribal members; approximately 2,700 live in the very tight-knit tribal community in rural southeastern Warren and rural southwestern Halifax County in the northeastern region of North Carolina. Over 1,898 tribal members reside in Halifax County (Brinkleyville Township), while over 887 live in Warren County (Fishing Creek Township). Others live in the adjoining counties of Nash and Franklin. Regional statistics reflect the overwhelming poverty that exists in the area. This is particularly true for the geographic location of the tribal community, which is 100% rural with a poverty rate of 31%.¹ **Table 1.** provides a snapshot of the tribal community statistics in comparison to the surrounding counties, the state and nation:

Table 1.

Indicator	Haliwa-Saponi Tribe	Franklin County	Halifax County	Nash County	Warren County	North Carolina	United States
Have H.S Diploma	47%	73.6%	65.4%	75.6%	67.5%	78.1%	80.4%
Median Income	\$17,494	\$38,968	\$26,459	\$37,147	\$28,351	\$39,184	\$41,994
Per Capital Income	\$10,000	\$17,562	\$13,810	\$18,863	\$14,716	\$20,307	\$21,587
Own Their Home	61%	77.8%	67%	67.7%	77.4%	69.4%	66.2%
Poverty Rate	31%	12.6%	23.9	13.4%	19.4%	12.3%	12.4%
Unemployment	16%	5.1%	8.1%	6.5%	7.6%	5.5%	5.5%
Child Poverty			43.5%		39.8%	25.1%	

Poverty in the Haliwa-Saponi Indian tribal community exacerbates both in-school and out-of-school barriers and impacts the quality of life. Economic crisis, increased social issues, damaging developmental issues, and adverse outcomes influence the daily lives of the tribal community. Consequently, these influences impact the school culture and significantly affect college and career readiness of the Haliwa-Saponi Native youth. **A Needs Assessment and Analysis of Data Sources** determined the greatest barriers both in and out of school and include a 1) **Third-Party Diagnostic Needs Assessment** of the core curriculum and instruction program at HSTS (full description in Appendix A). The process consisted of an onsite visit that included a series of structured interviews with school leadership, teachers, students, parents, the tribal community and members of the school board. Classroom walkthroughs focused on quality instruction, student-staff interactions, student learning, access and alignment of instructional resources, and other various aspects of the learning environment and school culture and the SAME Survey, an investigative school-climate survey designed to provide the opinions and perceptions of school staff. A triangulation of this information and student performance data provided insight on in-school barriers to preparing Native youth for career and college; and an identification of community assets to leverage; 2) an **analysis of multiple sets of school district data** on the Native student performance outcomes and readiness for career and college readiness. A) **Haliwa-Saponi Tribal School** enrolls approximately 143 American Indian students. The percentages of American Indians in the school who are proficient on EOG/EOC falls significantly below state averages. B) **Halifax County Public Schools** enrolls approximately 193 American Indian students. The percentages of American Indian students in the district who are proficient on the EOG/EOC areas exceed the district performance, except in Math I and English II. C) **Warren County Public Schools** enrolls about 158 American Indian students,

mainly of the Haliwa-Saponi Indian Tribe^{2,3}. These demonstrate proficiency in all EOG/EOC subjects with the exception of EOC English II; and 3) An **analysis of other career and college ready indicators** for the Haliwa-Saponi Indian students reflected that they graduate at a rate lower than the district and state rate, as well as the rate for White and Black subgroups. Out of school suspensions for Indian students are higher than any other ethnic group in the region. For the last three years, no Haliwa-Saponi Indian students have taken AP courses and/or exams although the cost is paid for by the state. A snapshot of school performance, graduation cohort and dropouts is presented in **Table 2**.

Table 2.

Year	North Carolina	HSTS	American Indian Halifax County	American Indian Warren County
End-of-Grade Reading (Grades 3-8 Combined)**Percent at/above Level 3				
2011-12	71.2	61.6	48.4	61.0
2012-13	43.9	21.1	21.7	34.4
2013-14	56.3	26.7	26.9	57.4
End-of Grade Math (Grades 3-8)**Percent at/above Level 3				
2011-12	82.8	70.9	61.3	72.7
2012-13	42.3	8.4	25.3	35.9
2013-14	51.0	7.0	33.3	39.3
Math 1: End-of-Course (Algebra 1 in 2011-12)**Percent at/above Level 3				
2011-12	78.7	78.3	80.0	82.4
2012-13	36.3	<5	12.5	9.1
2013-14	60.0	23.1	36.4	50.0
Biology: End-of-Course**Percent at/Above Level 3				
2011-12	83.3	66.7	92.3	80.0
2012-13	45.6	9.1	42.9	33.3
2013-14	53.9	35.3	70.0	44.0
English II: End-of-Course (English I in 2011-12)**				
2011-12	82.9	87.5	55.6	87.5
2012-13	51.2	16.7	30.0	42.1
2013-2014	61.2	35.3	20.0	41.7
4-Year Cohort Graduation Rate				
2011-12	80.4>	72.7	60.0	89.5
2012-13	82.5	*	92.9	78.6
2013-14	83.9	83.3	n/a	70.6
Annual Dropout Rate (Grades 9-13)				
2010-11	3.43	2.89	n/a	n/a
2011-12	3.01	*	n/a	n/a
2012-13	2.45	*	n/a	n/a

(* Number of students <5

Specifically for the Haliwa-Saponi Tribal School, enrollment has remained steady over the last few years and the free and reduced lunch rate increased slightly as indicated in **Table 3**.

Table 3.

School Year	Enrollment	Source	Free/Reduced Status
2014-15	183	PMR- May 29, 2015	84%
2013-14	176	PMR 9	78%
2012-13	173	PMR 9	79%

K-3 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results in **Table 4** demonstrate that almost half of the sixty-seven students are below grade level and need either strategic or intensive support.

Table 4.

2015 End-of-Year DIBELS for Kindergarten – 3rd Grade HSTS				
Color-Meaning	Kdg Students	1 st Grade Students	2 nd Grade Students	3 rd Grade Students
Green - Likely Need Core Support. Score At or Above Benchmark	3	2	9	2
Gold -Likely to Need Strategic Support. Below Benchmark	3	4	0	5
Red - Likely to Need Intensive Support	4	8	1	5
Grey - Incomplete	0	0	0	1
Totals	10	14	10	13

Data trends, often as early as kindergarten, consistently show high rates of tardiness and early dismissals, which impacts time engaged in instruction. Discipline trends shown in **Table 5** are alarming as well.

Table 5.

Haliwa-Saponi Tribal School Discipline Report 2014-2015			
Short-term OSS	Long-term OSS	Expulsion	ISS
29	5	2	53
Haliwa-Saponi Tribal School Discipline 2013-14			
47	0	0	35

Greatest Barriers, Both In and Out of School, to the Readiness of local Indian students for College and Careers and Opportunities in the Local Community to Support Indian Students. While numerous strengths are evident in the Haliwa-Saponi community, notable challenges do exist. **Table 6.** provides the greatest barriers determined through the needs assessment and detailed data analysis and opportunities for the local community to partner and support students through the HSNYI.

Table 6.

Greatest In and Out of School Barriers (What We Lack?)	Strengths (Our Treasures and Assets)	Opportunities for Local Community Support (What We Can Solve Together)
<ul style="list-style-type: none"> - Growth in enrollment at the tribal school is inhibited by low student achievement -Limited student engagement and parental involvement -Community poverty and Intergenerational poverty -Nonexistent structure for student leadership development and character education including tribal values -Limited engagement of tribal leaders and elders in the schools -Technology is limited and rudimentary - Academic proficiency of students is 	<ul style="list-style-type: none"> -The Tribe and members of the community strongly support high quality, rigorous education and recognize the significance, potential and opportunity for success of students educationally and economically -Tribal community has many retired American Indian educators and mentors -Tribe has a track record of progressive leadership and implementation of successful 	<ul style="list-style-type: none"> - Create ways to develop student agency and leadership, such as student-led conferences and serving on the HSNYI Tribal Community Committee - Implement strategy for continuous improvement -Create a professional development offerings for teachers -Create an Indigenous-based core curriculum aligned to state standards

<p>low as compared to state</p> <ul style="list-style-type: none"> -High expectations is not evident - Assignments are low level, no creativity, rigor and relevance absent; little differentiation -ACT Projection, College and Career Ready Assessment predict low success; Lack of participation in rigorous courses such as AP. -Shortage and difficulty in recruiting Native educators; lack a pipeline; 2 AI teachers out of 18 at the HSTS -Teachers have little knowledge of the culture or Native ways of learning -Few opportunities for professional development on pedagogy, cultural-based curriculum and core content -Rate increases in Native students entering into pipeline for juvenile services; -High rate of tardiness and early dismissals -Little resiliency skills 	<p>programs and grants</p> <ul style="list-style-type: none"> -Students want to be more engaged and career and college ready -Students’ pride and desire to preserve in the Haliwa-Saponi traditional culture -Smaller class sizes -High number of fully licensed teachers -Faculty and staff function as team-community culture -School leadership demonstrates energy and vision for a collaborative, distributed leadership model of aligned support structures to ensure continuous improvement. -Spirit of collaboration between the Title VII Indian Education Programs in the three LEAs. 	<ul style="list-style-type: none"> -Expose students to career options -Enhance partnership with local Youth Services -Embed knowledge of Native ways of knowing in school culture and community -Promote greater engagement and collaboration among parents, community members and the schools to collectivistic well-being
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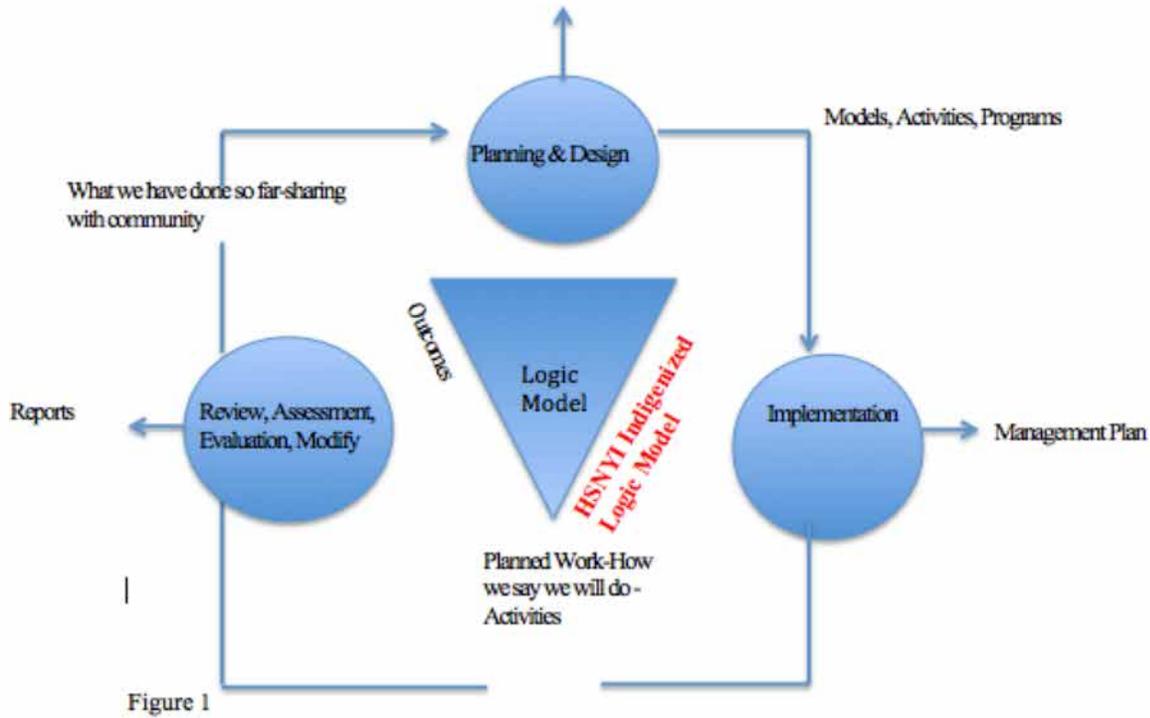
Existing Local Programs, Practices, Funding Sources and Service Providers. The Haliwa-Saponi Indian Tribe (Lead Applicant) [CPP-2] provides the community with a variety of services to bring about social, economic, cultural and educational advancements and benefits that improve the quality of life and well-being for its members. The Tribal Council oversees the management of a \$4 million plus budget that includes workforce investment, childcare, education, health, community and economic development, cultural, and youth & senior programs. Since 2000, the Tribe has operated the Haliwa-Saponi Tribal School (HSTS), the only K-12 public tribal charter school in the state. HSTS is central to enriching the Native students with the historical knowledge of the culture of the Haliwa-Saponi community not offered by traditional public schools, while providing them with technological skills that are vital for college and careers. Haliwa-Saponi students also attend area public school districts (Halifax and

Warren County Schools). Each LEA, including the charter school, is a Title VII Indian Education grantee. Each LEA and the LEA charter school are recipients of federal funding sources, including Title I, the Rural Low Income School Funds (RLIS), and Rural Education Achievement Program (REAP) [CPP-1]. All Native students from each LEA will be served at or through the tribal charter school, the most practical location for the implementation of the *Haliwa-Saponi Native Youth Initiative (HSNYI)*. The HSNYI offers Indian students a chance to engage in the cultural responsive education and activities. This is an experience that is fundamentally different than most traditional public school environments, where American Indians are a small minority. Also, the Haliwa-Saponi Indian students will have the opportunity to develop identity, sustainable relationships and, observe and establish relationships with tribal leaders and elders. The Haliwa-Saponi Indian Tribe (Lead Applicant) [CPP-2] has identified schools, capacity-building and service providers in the state and local community who have demonstrated success with specific strategies relevant to the HSNYI project focus. Our partnership includes the Tribe [CPP-4] and 1) the three local LEAs: Haliwa-Saponi Tribal School, Halifax County Schools and Warren County Schools; and 2) Iredell-Statesville Schools, a national model for Performance Excellence in Response to Intervention (RtI) and PLC Teacher Support Structures. Warren County Youth Services Bureau committed to collaborate as a service partner. imaginED Partners will also collaborate as a service partner through the provision of consulting services. The HSNYI service partners offer a unique set of skills and resources to address the identified out of school barriers of the Haliwa-Saponi Indian students.

B. Quality of Project Design

Defined Local Geographic Area and Strong Theory. The local geographic area for the HSNYI is rural southeastern Warren and rural southwestern Halifax Counties in North Carolina.

This is the place of the Haliwa-Saponi Indian Tribe, community and tribal charter school, which is centrally located at the intersection of Halifax and Warren Counties. **Our foundational theory of action** is based on the Kellogg Logic Model, which is the roadmap driving the sequence of related events and connecting the need for the planned program with the desired results. The five components in the Kellogg Logic Model includes the blueprint of 1) resources – including the human, financial, organizational, and community resources in the planned program; 2) program activities- reflecting the tools, events, processes, technology, and actions that are *intentionally* included in the program (process); 3) outputs- the services that are to be delivered (product); 4) outcomes - the specific changes in program participants’ behavior, knowledge, skills, status, and level of functioning (practice/strategy); and lastly, 5) change – both intended and unintended that occurs as the result of the program activities.⁴ The Logic Model for the HSNYI embeds a theory of action for cultural relevance that contains a collectivistic approach. This is the way in which Native people traditionally address community issues and problem-solve. The **HSNYI Indigenized Logic Model** is illustrated in **Figure 1**.



Prior to the project kickoff, the management team, tribal leaders and members will participate in Collectivistic activities to establish the collaboration framework aligned to the logic model for its on-going discussion of challenging out- of- school barriers in the tribal community and their role as problem-solvers. The traditional practice of collectivistic collaboration is used to accentuate the critical need for parents and community members to become more aware and engaged in the issues and behaviors that stymie college and career readiness of Indian students. The Collectivistic Framework provides for a living document for current and future community collaboration. The collectivistic approach is to connect HSNYI meaning to opportunity and healing to Haliwa-Saponi historical strength. Supporting Theory and Relationships serve to increase the relevancy of Haliwa-Saponi to life – Past, Present and the Future. The appendices contain a detailed descriptions beginning with Trauma (Appendix B) and Hierarchy of Needs (Appendix C). The collectivistic goal shown in **Table 7** is followed by the supporting theory and relationship to the identified in and out of school barriers.

Collectivistic Community Goal- Establishing A Native View of Haliwa-Saponi Life – Past, Present and Future –Demonstrating Action in Eliminating Barriers for Native Youth Working Framework-100% of the HSNYI and any tribal community will complete two Indigenized models at the start of project and at the closing of the project.
A Native Youth group consisting of high school students and young adults will complete the two activities at the start of the project and at the closing of the project.

Resources	Activities	Outputs	Short & Long-term Outcomes	Impact
-To accomplish our set of activities we will need: Assessments Facilitator	HSNYI Team, community and Native Youth group will review data and complete activities as Pre and Post assessments.	Barriers and Strengths of tribal community members (collectivistic) will be documented Before and After HSNYI	To establish greater community engagement for HSNYI	Increased awareness in life quality, understanding of critical areas, and planning.

Activity 1- will use a trauma illustration to identify barriers, explore causes, and strategize solutions. Trauma (attack on society), intergenerational trauma (unresolved conflicts) and historical trauma (cumulative exposure) will be explored and related to Indigenous People.

Supporting Theory-There is a broad array of factors that contribute to student learning—family characteristics, early childhood experiences, parenting practices, community characteristics and the quality of teaching.⁵ Historical trauma, cultural trauma, and intergenerational trauma will continue to grow and display fearlessly resulting in even more damaging actions and behaviors if it is not managed.⁶ It is imperative to understand and meet American Indian youth’s mental health needs; identity relates positively to measures of psychological well-being.⁷ In people, one ecological system influences the others and vice versa.⁸ **Relationship-** Historical, cultural, and intergenerational trauma influence out-of-school barriers and manifest as in-school barriers negatively impacting American Indian culture long-term, including career and college readiness.

Activity 2- Hierarchy of Needs’ critical probes and strategies will be completed. Participants will share and discuss relevant personal experiences related to school, home and community and

discuss long-lasting impressions, how ongoing beliefs are formed and coping mechanisms. Positive and negative emotions, behaviors, and coping mechanisms will be identified.

Supporting Theory- Parents, tribal organizations and communities have responsibility in helping American Indian students achieve the same challenging standards as all students.⁹ Young people who have access to opportunities that allow them to build skills and demonstrate leadership are better able to make the transition to a healthy and productive adulthood.¹⁰

Relationship-The association between student behavior and academic performance reflect cultural morals, ethics, and accountability that are observed in tribal member adults.

Goals, Objectives, and Outcomes are Clearly Specified and Measurable. The vision of HSNYI is to create a highly effective, holistic system of culturally-responsive community-based and school-based supports to better prepare the Haliwa-Saponi Indian students for college and careers. HSNYI combines two or more activities in section 7121(c) of ESEA [CPP-5]. **Table 8.** highlights our program goals and objectives. Next, a description of the activities, supporting theory and relationship to the identified in- and out-of-school barriers and partners followed by a summary of activities aligned to the logic model in **Table 9.**

Table 8. HSNYI Goals and Objectives
Goal 1: Increase Holistic Student Agency
Objective 1.1- 80% of the students will participate in the learning style inventory and match their personal learning style to appropriate learning strategies by the end of Year 1, increasing 5 percentage points per year in Years 2-4, or until reaching 95%. <i>Measure: Annual HSNYI student questionnaire, Learning Styles Inventory data</i>
Objective 1.2- At least 70% of teachers and students will report an increase in the understanding and use of technology for teaching and personalizing learning in Year 1,

with an increase of 5% in Years 2,3,4, or until 95% of teachers and students report an increased understanding and use of technology for teaching and learning. *Measure: Annual HSNYI teacher questionnaire, Annual HSNYI student questionnaire*

Objective 1.3- 80% of students will conduct (3) Student-Led conferences that review progress on academic, cultural, behavioral goals reflected in their Personal Education Plan by the end of Year 1, increasing 5 percentage points per year in Years 2-4, or until reaching 95%. *Measure- PEP Student-Parent-Teacher Conference reports, progress reports data*

Goal 2 -Grounding Academic Rigor and Culturally Responsiveness into K-12 Initiatives

Objective 2.1- A formalized structure for monitoring student achievement, school improvement progress and program management in place with 100% of the HSNYI management team, Board members, school administrators and teachers trained to implement with fidelity a distributed leadership model focused on continuous improvement by the end of Year 1. *Measure: Tribal Council and School Board approved policies, school improvement plan monthly progress reports*

Objective 2.2-A minimum of 85% of teachers participate in the teaching style inventory and will achieve 2 out of 2 professional goals listed on their Teacher Growth Plan in Year 1, increasing 3% each year for Years 2-4 or until 100% of teachers achieve 2 out of 2 professional goals. *Measure: Teacher evaluation data, Teaching Styles Inventory data.*

Objective 2.3- At least 80% of teachers will participate in one hour weekly professional development opportunities facilitated by the RtI/PBIS and continuous improvement structures from September until June of each program year. *Measures: PLC attendance*

records, compiled annually

Objective 2.4-As measured by the EOG and EOC Math and Reading Test, 85% of students will be considered proficient in the areas of math and reading proficiency by the end of Year 3, increasing 5 percentage points by Year 4.

Measures: EOG and EOG Tests, Academy of Math and Reading Assessments

Objective 2.5-The percentage of students with tardiness and excessive early dismissals will decrease 10% in Year 1, decreasing 15% percentage points in Years 2-4. *Measure- Attendance reports, early dismissal data, compiled annually*

Objective 2.6-The percentage of students with disciplinary infractions, suspensions and incidents in Teen Court will decrease 10% in Year 1, decreasing 15% percentage points in Years 2-4 or until the rate is <5% . *Measure- Attendance reports, early dismissal data, compiled annually*

Goal 3- ACT Preparation: EXPLORE and PLAN- Walking the Red Road for Life Quality

Objective 3.1 – At least 100% of teachers will complete the ACT professional development training from September until June of each program year. *Measures: Professional development attendance documentation, compiled annually*

Objective 3.2- The average district SAT/ACT score for American Indian students in HSTS, Halifax and Warren Counties will increase by 5 percentage points in Year 1 and 10 in Years 2-4 or until the average for these students meets or exceeds the districts' average. *Measure: SAT and ACT district results scores; disaggregated by subgroups*

Objective 3.2- The number of American Indian students in HSTS, Halifax and Warren Counties taking AP courses will increase from 0 to 5 students by the end of Year 2,

increasing by 5 students in Years 3-4. Measure: *AP Course-taking results; AP Exam Reporting by the State, disaggregated by subgroups*

Goal 4 - Identifying Our Strengths and ReDefining NaTivE Culture to Include Career and College Readiness

Objective 4.1- 75% of the students will participate in a minimum of 2 out of 3, cultural and holistic well-being seminars, by the end of Year 2, increasing by 5% in Years 3 and 4. Measure: *Seminar participation/attendance reports*

Objective 4.2- 75% of community survey participants (students, parents, community members, teachers, etc.) indicate satisfaction with the academic rigor and cultural responsiveness, extracurricular options, seminars and the HSNYI program offerings including students' preparation and readiness for college and careers in Year 2, increasing 5-10% in Years 3 and 4. Measure- *Annual HSNYI Community Satisfaction survey, seminar evaluations*

Goal 1: Increase Holistic Student Agency

Barriers– Gaps in academic achievement, lack of student ownership for learning, lack of student, parent, and community involvement (apathy), absence of tribal culture in curriculum and school culture, no process for continuous improvement monitoring, professional development needed in cultural responsiveness and rate increases in discipline and referrals in juvenile delinquency. **Activity One (Years 1 and 4)** - Learning Style inventories will be administered to students during the beginning of the project and results will be discussed with students and presented to parents. All teachers will take a Teaching Style inventory and determine instructional strategies to teach to students with differing learning styles. Results will be

discussed during the first and fourth year. Information will be used for effective planning. Inventories will be re-administered during the last year and compared with the first administration to determine if changes occurred in learning style. **Partners**-Haliwa Saponi Tribal School (HSTS), Halifax and Warren County Schools. **Supporting Theory**-Educational strategies are influenced by the minorities' cultural models, degree of trust, cultural /language frames of reference.¹¹ Deeper learning requires students to think, question, pursue and take agency and ownership of their learning. When they do, they acquire deeper understanding and skills and become more competent learners in and out of school. Understanding the preferred learning style of American Indian students will better serve those students by making their education more relevant.¹² Educators must be aware of cultural learning styles in order to effectively meet the educational requirements of Native students.¹³ **Relationship**- Historically, schools instruct toward left-hemispheric learning, and this may be a disadvantage to American Indian students' preferred learning style.¹⁴ There is an association between how a teacher instructs and how a student learns – it is relevant in the learning context. **Activity Two (Years 1, 2, 3, 4)** Differentiated Instruction/Core Content- Professional Development will be provided for faculty and staff. Teachers will identify their teaching style and learn how to instruct to diverse learners. Students will assume greater responsibility for their own learning and academic strengths and weaknesses. Student-Led Conferences will be conducted each grading period. **Partners**- Iredell-Statesville Schools, HSTS. **Supporting Theory**- Teachers tend to introduce almost all new concepts and give all instructions verbally. This teaching style conflicts with the traditional cultural patterns reinforced in many Indian communities. New concepts might be presented through differentiated modes or teaching styles and Indian children might be invited to display the learning in alternative and/or historically unconventional interactions. Schools

should deliberately plan more multisensory instruction.¹⁵ **Relationship-** Teachers will understand the importance of delivering instructional concepts in multiple approaches to American Indian students. Teachers will learn that one chosen teaching style can significantly affect whether students learn or fail. Students will understand relationships of teacher accountability to student accountability and be able to communicate these processes. Parent involvement increases during Student –Led Conferences as compared to traditional parent-teacher nights. **Activity Three (Years 1, 2, 3, 4).** Responsiveness to Intervention (RtI) or Multi-tiered System of Supports (MTSS) is a service-delivery model that uses Positive Behavior Intervention Support (PBIS)-(Appendix D). The Indian Education Instructional and the Instructional Math and Reading Coach will ensure that the model incorporates culturally responsive best practice and is fully implemented in the HSTS, K-12. **Partners-Iredell-Statesville Schools, HSTS.** **Supporting Theory-** The tenets of RtI are based on meeting the diversity of individual student needs through differentiation of curriculum, progress monitoring, and the problem solving process that leads to enhanced learning.¹⁶ RtI/MTSS congruently aligns with American Indian learning styles and culture.¹⁷ RtI is noted as a best practice in culturally responsive education for eleven federally recognized tribes in Wisconsin.¹⁸ **Relationship –**A relationship exists between effectively engaging students in culturally relevant curriculum, interdisciplinary service-learning experiences for American Indian youth, and academic achievement. **Activity Four (Year 1).** Administrators and staff at HSTS will participate in training in continuous improvement process for the development, implementation, and monitoring of a data-driven school improvement plan and structures for distributive leadership. **Partners-HSTS.** **Supporting Theory-** Extensive research indicates that programs and approaches will not improve schools unless there is a culture of distributed leadership within the

building and community. Targeting the social, academic and moral environments for school improvement and establishing a culture of distributed leadership have helped many high poverty schools to create and sustain academic excellence. **Relationship**-The greatest effect on student achievement are school factors, teacher factors and student factors; all are interrelated.

Table 9. Increase Holistic Student Agency				
Target: To close gaps in student performance and student ownership of learning by providing direct support and aligned services through HSNYL.				
Resources	Activities/Timeframe	Outputs	Short-&Long-term Outcomes	Impact
-To accomplish our set of activities we will need:	-We will accomplish the following activities:	-The following evidence or service delivery:	-These activities will lead to the following changes:	-These activities will result in:
1) Assessments/ Inventories 2) Instructional Resources 3) Transport for seminars 4) Instructional Coaches 5) Consultant *All materials bought will be identified for this project. Project Manager to organize and coordinate tasks and maintain documentation.	1) Learning Style Inventories will be administered to students- Teachers will participate in identifying Teaching Style 2) Differentiated Instruction/Core Content Professional Development will be provided for faculty and staff 3) Student Led Conferences 4) Training in continuous improvement processes, school improvement planning, data-monitoring 5) RtI/MTSS/PBIS will be implemented for students and the process monitored	1) Native students will better understand personal learning style and learn strategies to align with teaching styles 2) Native students will learn to present their experiences and become more responsible for learning 3) Native students will engage in responsive educational practices 4) Native Students will improve health and holistic well-being 5) Native students will become more aware of identity, history, and culture. 6) Effective system of continuous school improvement	Native students will become more knowledgeable and gain ownership for education, accountability, and demonstrate increased awareness of how education connects to real world. Native students will demonstrate increased academic performance. Native students will demonstrate increased interest and engagement in school activities.	Baseline data and activities will be viewed to better understand needs and strengths as time progresses. School culture will improve and tribal community will value HSTS-growth. Students will better understand culture, identity, and relevance of self to health. School capacity to drive change and continuous improvement

Goal 2 –Grounding Academic Rigor and Culturally Responsiveness into K-12 Initiatives

Barriers- Gaps were noted at HSTS of low ability output, complacent ideology regarding achievement, the lack of culturally responsive instruction in the school setting and not fully valuing self in relation to the world. These needs were established in the areas wherein teachers and administration believe student's academic performance did not reflect academic ability, lack of cultural integration in curriculum, and increased acts of crime committed by American Indian youth in the community. Only two AI teachers out of eighteen teachers, at the HSTS are from the tribal community and teachers lack understanding of the Native culture and community.

Activity One (Years 1,2, 3, 4)- Implementation of Differentiation Instruction PD and Professional Learning Communities (PLC)-(Appendix D) in K-12 classrooms will require resources and multimodal methods of instruction. Administrators will create PLCs comprised of faculty, Indian Education Instructional Coach, Reading/Math Instructional Coach, and others to select the most appropriate culturally responsive programs, resources, and manipulative(s) to align with rigorous state standards and the tribal curriculum specific to the tribe. **Partner-** Iredell-Statesville Schools, HSTS. **Supporting Theory-** Educational experiences must interrelate with life experiences; connections are relevant and the educational experience should reflect how this will connect to understanding ourselves in relation to previous and present life experiences.²³ Student-centered educational interventions and college access programs stimulate higher achievement.²⁴ Student groups establish the pool of top students in the early years and usually do not expand this pool of top students after middle-elementary years.²⁵ **Relationship-** Classroom approaches that are rigorous and responsive to the student's culture promote academic achievement by providing cultural relevance and a rationale for accepting school.²⁶

Table 10. Grounding Academic Rigor and Culturally Responsiveness K-12 Initiatives

Target: For Haliwa-Saponi Indian students to experience academic and developmental growth. Better understanding of worldview. Personal learning and increased student performance will connect to culture and self.

Resources	Activities	Outputs	Short & Long-term Outcomes	Impact
-To accomplish our set of activities we will need:	-We will accomplish the following activities:	The following evidence or service delivery:	These activities will lead to the following changes:	These activities will result in:
1)Instructional Resources 2)Instructional Literacy/Math Coach 3)Technology in Classrooms/PD 4)Indian Education Instructional Coach 5) Remediation Resources Higher Literacy Resources Cultural Responsiveness – Resiliency Resources 6) Transportation Project Manager to organize coordinate tasks, and maintain, documentation for Priorities.	1)Professional Learning Communities (PLCs) will be established to implement resources for Differentiation Instruction PD in K-12 -a focus on character, culture and resiliency, literacy and math 2) Integration and use of technology in teaching and learning	1)Student engaged in learning. Instruction differentiated for students will be evident; use of technology integrated in instruction 2) Culturally relevant materials, curriculum, and student produced work will be a best practice	Teachers will gain appreciation and understanding of culturally responsive teaching. Native students will connect learning and real world application Students model and display positive character attributes in the school and community setting Students and families will gain appreciation for career and college preparedness	Non-Native teachers and administrators will demonstrate structured support Community based partnerships and tribal community support Development of Native Student leaders and mentors Students and families gain self-efficacy concerning education.

Goal Three- ACT Preparation: EXPLORE and PLAN- Walking the Red Road for Life

Barriers-Lack of student extracurricular activities and leadership development. Barriers in Goals One, Two, and Four reiterated-lack school-wide professional development and seminars for tribal community, Title VII students, and parents. Early intervention and engaged parental involvement needed, proven learning strategies should be implemented for academic well-being. School should connect real-world applications to learning and students should understand how culture, beliefs, and well-being are relevant in real-world life and their future. **Activity One (Years 1, 2, 3, 4).** Teachers and faculty will participate in ACT workshops/professional development and return to the school campus to implement strategies and comprehensively review results of EXPLORE and PLAN. Teachers that gain experience in ACT, EXPLORE, and PLAN professional development will train students, and tribal community. This activity will be managed and coordinated by the instructional coaches. **Partner-** HSTS, Title VII Programs.

Supporting Theory- ACT research shows the importance of early monitoring of student achievement and appropriate interventions.³⁰ The level of academic achievement that students attain by 8th grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school.³¹ The school and tribal community recognize that American Indian students who have access to opportunities that allow them to build skills and demonstrate leadership are better able to make the transition to a healthy and productive adulthood.³² **Relationship –** EXPLORE, PLAN, and the ACT reports will provide a blueprint for college and career readiness. Correlations will be established for student preparedness. The blueprint will inform the tribal community on steps it can take to begin developing a sustainable pipeline of student leaders. **Activity Two (Years 1, 2, 3, 4).** Students will practice taking curriculum-based assessments (Science, Reading, Mathematics, and

English) on the ACT. Student Reports will be reviewed and discussed. Career goals (short and long-term) will be established as four or ten year plans in class or seminar setting. Students will identify personal strengths and weaknesses as it relates to preparing for college and career. Career plans and goals will be revisited during 8th-12th grades to reflect modifying goals, academic and personal strengths, and course selections. **Partner- HSTS. Supporting Theory-** Students who are monitored early and often are more likely to meet three or four of the ACT College and Readiness Benchmarks as compared to those students who are not monitored early.³³ **Relationship** – Students will strengthen College, Career and Readiness Benchmarks through an informed system. Students will connect the relationship of school education, college career, or career readiness by understanding personal reports, grades, EXPLORE, PLAN and ACT. Career goals and plans will provide a blueprint or vision for life satisfaction and increased quality of life. **Activity Three (Years 1, 2, 3, 4).** Students will have access to ACT program (from school and home using technology) to practice tests, build vocabulary, probe and analyze areas of personal strengths and weaknesses—to improve scores. Students may provide evidence such as 25 hours of log-on practice. **Partner- HSTS Supporting Theory** – Haliwa-Saponi Indian students will increase College and Career Readiness through informed sets of data, reports, ACT practice, and an increased recognition of personal strengths and weaknesses; an understanding will emerge of how this applies to quality of life. **Relationship-** Haliwa-Saponi Indian students that use the program with fidelity will increase abilities and preparedness in College and Career Readiness.

Table 11. ACT Preparation: EXPLORE and PLAN- Walking the Red Road for Life Quality				
Target: Haliwa Saponi Indian students are prepared for career and college readiness- and make sovereign life choices.				
Resources	Activities	Outputs	Short & Long-term Outcomes	Impact
-To accomplish our set of activities we will need:	-We will accomplish the following activities:	The following evidence or service delivery:	These activities will lead to the following changes:	These activities will result in:
<p>1)EXPLORE, PLAN tests for 8th (State-paid) and 10th grade students</p> <p>2) ACT program Computer /Blended Learning Mobile Labs</p> <p>*NC provides funds for students to take ACT in the 11th grade one time.</p>	<p>1) 8th- 10th grade students will be exposed to score ranges and college readiness standards</p> <p>2) Students will practice taking curriculum-based assessments (Science, Reading, Mathematics and English). Student Reports will be reviewed and discussed. Career goals will evolve</p> <p>3)Students will have access to ACT program and improve test taking and content performance</p>	<p>(1)Student Career Plans and Goals will be maintained, revised yearly and dated for review</p> <p>3) Log-in documentation and work will be reviewed to discuss progress</p>	<p>Teachers and administrators will be aware of college standards and how to align those standards in the classroom to core content</p> <p>Students will understand the value of career planning, short-term and long-term. Students will recognize the decision-making process as it relates to quality of life</p>	<p>Teacher(s) and Administrators will participate in ACT professional development</p> <p>Better prepared teachers and college/workforce ready students</p> <p>Students will understand the significance of core content to college readiness</p> <p>Haliwa-Saponi students will become career and college ready - leadership abilities will be grow</p>

Goal Four- Identifying Our Strengths and ReDefining NaTivE Culture to Include Career and College Readiness

Barriers- Lack of parent involvement to heighten their awareness about how they can engage and talk with their child about what he/she is learning in school, how to set aside time and place for homework and other effective parenting strategies. There is a need for students to connect

education (ability) to real world work—teachers and administrators noted that actual ability is often higher than the performance reflects. Culture needs to embed in school and expectation of school rigor needs to embed in community. Discipline issues increased in the last year and there was an increase of Native youth entering in the pipeline for juvenile services.

Activity One (Years 1, 2, 3, 4). Throughout the school year critical topics will be presented in a Seminar Series. Topics on health and wellness, culture, academics, effective parenting and others based on interest will make up the series. Three seminars sponsored by the Haliwa-Saponi Indian Tribe for tribal community, HSTS students, Title VII students and families will be conducted.

Partners- HSTS, Halifax and Warren County Schools and Haliwa-Saponi Indian Tribe.

Supporting Theory- Schools must provide enriching curricula and assistance that encourage students' personal best in academic, physical, social, cultural, psychological, and spiritual development.³⁴ Education includes parents, elders, and community members' involvement and participation in educating Native children in the social and political mores of the community.³⁵

Parent training is essential. **Relationship-** Relationships must be built between parents to increase awareness and celebration of the influences of culture, to engage actively in supporting student success, to reverse the trend of student delinquency. **Activity Two (Years 1, 2, 2, 4)-**

Haliwa-Saponi Indian students who commit identified offenses will participate in Teen Court (Appendix F). The Tribe will work with the Bureau to implement the program in the tribal community. The travel distance to current County locations is a barrier for the tribal students and parents. The Tribe will help identify tribal community businesses to serve as service learning partners for students who require placement. **Supporting Theory-** The youth diversion program is an avenue for engaging the tribal community and tribal school in partnership to mentor and support youth, and build relationships with external agencies. **Partners-** Warren County Youth

Services Bureau, Haliwa-Saponi Indian Tribe. **Relationship-** An increased awareness of delinquency and offenses within the tribal community will be established. Haliwa-Saponi Indian students will gain an understanding of consequences and behaviors.

Table 12. Identifying Our Strengths and Redefining NaTivE Culture to Include Career and College Readiness				
Target: Haliwa-Saponi Indian students will sustain their own well-being and continue the collectivistic community goal.				
Resources	Activities	Outputs	Short & Long-term Outcomes	Impact
-To accomplish our set of activities we will need:	-We will accomplish the following activities:	The following evidence or service delivery:	These activities will lead to the following changes:	These activities will result in:
1) Incentives and/or Certificates 2)*Consultants/Seminar Speakers 3)Materials/Seminar Handouts 4) Transportation *Bus driver 5) Teen Court location in tribal community Project Manager to organize, coordinate tasks and maintain documentation.	1)Three Seminars will be provided to the tribal community during year through partners and HSTS (evening) such as: Indian Identity/Core Values; Health & Wellness; Mental Health Education; Educational Hot Topics (RtI, ACT, Learning Styles Parenting Styles, Collectivistic Goals-Activities) 2)Students/Parents that are in the pipeline for Youth Services will attend Teen Court.	Evaluations by Participants. Students and parents attendance will be documented for participation If <3 seminars are completed in Year One, additional seminars will be planned for Year 2.	Tribal members will better understand goals of educational achievements and how parental involvement supports efforts. Increased awareness for the well-being for all tribal members. Understanding of the Court system and impacts of negative behaviors.	Increase knowledge and decision making to improve quality of life and balance holistically. Holistically growing tribal leaders and sustaining a collectivistic way of life. Reevaluate the impact of negative behaviors and lasting trauma.

C. QUALITY OF PROJECT PERSONNEL

The following highlights qualifications, training and experience of key project personnel (see Appendix G for resumes and job descriptions). 1) **Project Director:** Masters degree with five years experience in tribal history or public administration and /or manages grant portfolios and operations or a combined equivalent of experience and education; skills in planning, development, financial management and leadership experience (5% part time). 2) **Project Manager:** Masters degree with five years experience in curriculum and instruction or support services, teacher development and/or program administration or a combined equivalent of experience and education; skills in management and supervision, implementation of programs, and leadership of district-wide teams (45% part time). 3) **Instructional Literacy/Math Coach:** Masters degree with five years experience in planning and classroom instruction, Professional Learning Communities (PLCs), Response to Instruction (RtI), or a combined equivalent of experiences and education, in the following -Coaching teachers, model lessons, and providing feedback to colleagues, implementing core programs in literacy and mathematics and other approved programs in the school (full time 100%). 4) **Indian Education Instructional Coach-** Masters degree preferred in American Indian Studies and/or experience in academic content area or school counseling and/or a combined equivalent of experiences and education to address all students' academic, career and personal/ social development needs by designing, implementing, evaluating and enhancing the cultural responsiveness of the school classrooms and programs (part time 50%) 5) **Contractual-** work performed by an independent contractor requiring specialized knowledge, experience, expertise in a range of services in the education sector. These personnel will enable HSNYI to be implemented with fidelity and provide innovative strategies to build highly effective culturally responsive teachers to ensure all students achieve

success. To the greatest extent, the HSNYI project will be given to Indians preferences and opportunities for training, and employment in connection with the administration of this grant.

D. ADEQUACY OF RESOURCES

The Haliwa-Saponi Indian Tribe is fully committed to providing adequate facilities and administrative support to aid in the successful implementation and completion of the Haliwa-Saponi Native Youth Initiative (HSNYI) grant. The Tribe will monitor financial expenditures, provide resources for monitoring and evaluation, and comply with federal regulations. The Tribe is committed to using resources located at the Haliwa-Saponi Tribal School including the physical structure, equipment and supplies that will meet the needs of students, teachers and tribal community members as it pertains to the HSNYI and career and college readiness. Additionally, Title VII program directors in Halifax and Warren County Schools are committed to the effectiveness of the project. The program directors are members of the Haliwa-Saponi Indian tribe and will assist in coordination of services and announcement of HSNYI program services to students and parents in their respective school districts. Iredell-Statesville Schools is committed to the collaborative process in working to replicate promising results in student academic achievement through the individual implementation of the Performance Excellence Model to increase college and career readiness. The funds requested for the project are based on reasonable cost estimates to ensure that adequate funds are available to support all program activities in relation to the number of Haliwa-Saponi Native Youth and tribal community members served in the initiative. Accordingly, it can be projected that the HSNYI will provide services to the entire tribal community in the rural southeastern Warren and rural southwestern

Halifax counties and will effectively increase the preparedness of Haliwa-Saponi Native Youth and decrease those influences of challenging barriers.

E. QUALITY OF EXPERIENCE

The lead applicant in the HSNYI is the **Haliwa-Saponi Indian Tribe**. The Tribe manages a portfolio of grants and a range of federal programs and funds. The Project Director will consult with the Program Manager to assess the daily quality of program organization. The Project Director and Program Manager will serve on the Haliwa-Saponi Tribal Council Executive Committee. The Project Director will ensure the project's status and report to the Haliwa-Saponi Tribal Council Executive Committee the day-to-day operations, activities, performance and progress of the milestones of management. The Haliwa-Saponi Tribal Council Executive Committee includes collective professional experienced positions such as the Tribal Chief, Tribal Council Chairman, the Tribal Administrator and the School Board Chairman of the Haliwa-Saponi Tribal School. Additional members include the Haliwa-Saponi Tribal Finance Officer, Council Chair as well as the Program Director and Program Manager. The committee will serve in this grant process as the capacity body to discuss pertinent project criteria and apply a system of checks and balances in the monthly meeting. **Iredell-Statesville Schools'** - Model for Performance Excellence in North Carolina for over a decade. The school district is recognized as a best practice both by the Baldrige application scorers and the site visit team, which spent four days validating the fidelity of implementation of the model across the district. The Model is also recognized nationally as a best practice, receiving the i3 Innovation Grant to scale its success and share with others. Iredell Statesville Schools will provide project leadership that is inclusive of instructional facilitation and leadership development on the service delivery for RtI/Multi-tiered System of Support/Positive Behavior Intervention Support. One core

component of this model is raising achievement and closing gaps; in the HSNYI, these strategies modified to ensure cultural responsiveness will lead to preparedness in career and college readiness for Native students. Notably, the Model and those practices ensure both continuous quality improvement and program enhancements. Teen Court of the **Warren County Youth Services Bureau** is a program to provide counsel to juveniles who are first time offenders. The overarching mission of the service is to keep kids safe, families together and reduce the incidence of juvenile crime in the local community. The program is a global youth justice movement and has documented effective research outcomes since the 1970s. The conception and implementation of the program is in the context of the National Youth Court Initiative and continues to have support from federal agencies and funds. **imaginED Partners** is a Native-owned consulting group specializing in educational leadership, strategy and integrative instructional design. The imaginED Partners approach in working with tribes and schools is centered on community collaboration, innovation and design. The design approach helps educators and leaders develop new culturally responsive learning models and systems grounded in rigorous academics and cultural knowledge. The imaginED Partners team has demonstrated success in helping to transform the lowest performing schools across the nation.

QUALITY OF THE MANAGEMENT PLAN

The **HSNYI Tribal Council Executive Committee (TCEC)**, which is made up of the Tribal Chief, Tribal Council Chairman, the Tribal Administrator, the School Board Chairman of the Haliwa-Saponi Tribal School, the Tribal Finance Officer, the Tribal Council Chair as well as the Program Director and Program Manager, is the executive sponsor and champion for the HSNYI. The **HSNYI Management Team** provides the overall project oversight and is accountable to the

Tribal Council Executive Committee. Meeting monthly, the Management Team is led by the Project Director and will include the Project Manager, the Indian Education Instructional Coach, the Reading/Math Instructional Coach, the LEA Title VII program directors, the HSTS principals, the program evaluator and partner representatives who are responsible for project deliverables. The Management Team will review status reports and budget reports, make recommendations for program revisions/adjustments (as needed), identify and address barriers and mitigate risk to successful project implementation, and manage the communication plan and input from community stakeholders. The Project Manager will be responsible for managing the scope of work and handling the daily administrative responsibilities and other functions necessary to ensure project objectives are achieved on time and within budget. The Project Manager, with input from the Project Director, will produce detailed monthly and quarterly reports for review by the Management Team, the Tribal Council Executive Committee and Advisory Committee. Embedded throughout this project are community feedback loops for continuous improvement. The Collectivistic activities establish a collaboration framework for the tribal community to participate in on-going discussion of the challenging barriers in the tribal community and their role as problem-solvers. It informs current and future community collaboration and is a process deeply grounded in the **Indigenized Logic Model** to ensure there is continued tribal community, parents and student engagement. A *HSNYI Community and Youth Advisory Committee* will be formed and will meet quarterly with the Project Manager and Title VII Indian Education Directors to provide feedback, recommend changes and adaptations for HSNYI program activities. The Advisory Committee is an essential part of the continuous improvement process and can provide invaluable input into the HSNYI as well as provide guidance on additional community-based partnerships the Tribe can leverage for sustainability

and enhancement of student support services. The Community and Youth Advisory Committee will take part in a Pre- and Post-Assessment as part of the project evaluation. **Table 13.** provides a high-level overview of project milestones by project goal.

Table 13. HSNYI Management Plan		
Milestone	Person(s) Responsible	Timeline
Project Startup and Management		
-Receive grant award notification and hire staff	Project Director, with TCEC approval	Year 1 Q4-2015
-Develop detailed project plan, calendar of project meetings	Project Manager	Year 1 Q4-2015
-Form Community and Youth Advisory Committee	Project Director	Year 1 Q4-2015
-Project Launch -Collectivistic Pre-Assessment	TCEC, Project Director, Project Manager, Title VII Directors, Partners, Advisory Board, Key Project Personnel, HSTS Principals	Year 1 Q4-2015
-Instructional Resources/Technology Ordered	Project Manager	Year 1 Q4-2015
Goal 1: Increase Holistic Student Agency		
Administer Learning Style Inventory/Teaching Style Inventory	Instructional Coaches, Title VII Directors	Years 1 and 4
Conduct Differentiated/Core PD	Project Manager, Instructional Coaches	Years 1,2,3,4
Conduct Student-led Conferences	Instructional Coaches	Years 1,2,3,4
Launch RtI/MTSS/PBIS PD and Service Delivery Model	Project Manager, Instructional Coaches, ISS Partner	Years 1,2,3, 4
Conduct Continuous Improvement Process Training	Project Director	Year 1
Goal 2 -Grounding Academic Rigor and Culturally Responsiveness into K-12 Initiatives		
Conduct Differentiation Instruction PD/PLCs	Project Manager, Instructional Coaches, ISS Partner	Years 1, 2, 3, 4
Goal 3- ACT Preparation: EXPLORE and PLAN- Walking the Red Road for Life Barriers		
Conduct ACT Workshops/PD	Project Manager, Instructional Coaches	Year 1
Student Set-Career Goals and Plan	Project Manager, Instructional Coaches	Years 1,2,3,4
Technology-based ACT Access in Place	Project Manager, Instructional Coaches	Years 1,2,3,4

Goal 4 - Identifying Our Strengths and ReDefining NaTivE Culture to Include Career and College Readiness		
Conduct Topical Seminar Series (3)	Project Manager, Instructional Coaches	Years 1,2,3,4
Community-based Teen Court	Project Director, Project Manager, Warren Co. Youth Services-Partner	Years 1,2,3,4
Post-Project Management and Evaluation		
Collectivistic Pre-Assessment	Project Manager	Year 4
Project Evaluation	Project Director	Year 4

As part of a diagnostic assessment of the Curriculum and Instruction program at the Haliwa-Saponi Tribal School in the Spring of 2015, The Haliwa-Saponi Indian Tribe convened school and community members, including tribal council and school board members for a strategic planning discussion. Participants were asked to define success for the students attending the Haliwa-Saponi Tribal School. More specifically, “What do your students need to know and be able to do in the complex future that awaits them after they graduate from HSTS?” Participants were also asked to evaluate the external context of the school and community. Strengths and weakness are internal to the school, and opportunities and threats are external. The areas that are external to the school are those things that the school often cannot control, but can have an impact on its potential success or failure. The diagnostic assessment revealed the internal factors. The participants, in the strategic planning session, identified the following as the external current and future key opportunities and threats in preparing the HSTS students for college, career and life. A detailed description and summary of the strategic planning discussion are located in Appendix H. This assessment reflects the tribal community’s involvement in developing the proposed activities for the HSNYI proposal.

F. QUALITY OF PROJECT EVALUATION

The design of the project reflects the Logic Model with a Collectivistic approach. The emergent HSNYI Indigenized Logic Model embeds a theory of action for cultural relevance. The framework of the design is contextual to address identified challenging barriers and problem-solving in the traditional Indigenous way. From the model and data sets reviewed, four primary goals emerged. Each of the four goals yield objective performances measures as it relates to culture and cultural responsiveness and academic performance. The barriers guided the design and the treatment in developing objective performance measures for the readiness of Haliwa-Saponi Indian students for college and careers. These four HSNYI goals yielded objective performance measures, activities and expected outcomes. Detailed descriptions can be reviewed in Tables 8-12. The **Indigenized Logic Model** embeds activities to produce quantitative and qualitative data. The Project Manager, with input from the Project Director and Instructional Literacy/Math Coach, will review data collected from established benchmarks and provide reports on outcomes and the noted impact on teaching and learning during the monthly meetings with the management and HSNYI Tribal Council Executive Committee. See **Table 14.** below. The report will also be shared with the HSNYI Community and Youth Advisory Committee, and Title VII Indian Education Directors, teachers, students and the larger tribal community. These strategies, outcomes, successes, best practices and lessons learned, and information collected will be synthesized and shared with various stakeholders such as the Office of Indian Education and other state and federal agencies at state meetings, national meetings and/or conferences.

Table 14.

Types of Data Collected	Time of Data Collection	Methods Used	Instruments	Analysis of Data – How	Reports of Results and Outcomes
Collectivistic Activities	Year 1, 4	Group– Discussion Traditional Collectivistic Approach	See Appendix B and C - Document	Project Manager/Consultant	Year 1 and 4
Learning Styles Inventories	Year 1, 4	Classroom/Seminars Comparison in 4 th year to 1 st year	Inventories	Classroom Teachers- Instructional Coach	Year 1 and again in Year 4
Teaching Style Inventories	Year 1	Professional Development or PLC	Inventories	Classroom Teachers- Instructional Coach	Year 1,2,3,4,
Student-Led Conferences	Year 1 - *TBD	Oral Presentation	Student Agenda Student Work	Teacher Instructional Coach Indian Education Coach	At completion of Seminar
Tardies, Early Dismissals	Daily Year 1,2,3,4	Signing In and Signing Out – Dismissal data	5X7 – Index Cards/Attendance Reports	Program Manager Indian Ed. Coach	Daily and Cumulative
AP Courses	Year 1,2,3,4	Course Registration	Self-Report	Instructional Coach Title VII	Year 1,2,3,4
Career Plans/Goals 8 th -12 th	Year 1,2,3,4,	4 or 10 Year Career Plans	Career Plan	Classroom Teacher, Instructional Coach, Indian Education Coach	October and Again during Course Registration
ACT/SAT EXPLORE/PLAN	Year 1,2,3,4	Score Profiles	Test	Instructional	Monthly
Participation in Seminars Evaluation of Seminars	During each held seminar	Rosters Professional Development Evaluation	Documentation	Project Manager Indian Educ. Coach Instructional Coach	Seminar Completion
End-of-Grade (EOG) End-of-Course (EOC)	June of each year	Test/Reports	Individual Score Reports	Project Manager Instructional Coach Teacher	PLCs during year June of Year 1,2,3,4
ACT Student Test	End of March	Test/Reports	Individual Score Reports	Project Manager Instructional Coach Teacher	March of each Year PLCs *Year 2 and 4
Teen Court Discipline Infractions	Daily	Documented in Student Information Referrals to Teen Court	Student Information	Aggregation of Incidents	Reports provided monthly

REFERENCES

- ¹ North Carolina Justice Center
- ² State Advisory Report on Indian Education
- ³ Diagnostic Assessment and Curriculum-Instruction Strategic Priorities (2015)
Charters Schools Self-Study (2014)
North Carolina School Report Card (2014)
State Advisory Council on Indian Education (2014)
- ⁴ W.K. Kellogg Foundation Logic Model Development Guide (2006)
- ⁵ State Advisory Council on Indian Education, Pathways to the 21st Century (2001)
- ⁶ BigFoot, 2007
- ⁷ WiseWays/Academic Development Institute
- ⁸ Brofenbrenner (1994)
- ⁹ Wise Ways/Academic Development Institute
- ¹⁰ Gabriano (1992)
- ¹¹ Ogbu (2000)
- ¹² Devries and Golon (2011)
- ¹³ Hale (2002)
- ¹⁴ Devries and Golon (2011)
- ¹⁵ Swisher and Deyhle (2000)
- ¹⁶ Omal, Rude, Betts & Toy (2011)
- ¹⁷ Omal, Rude, Betts & Toy (2011)
- ¹⁸ Wisconsin RtI Center.org (2015)
- ¹⁹ Feldman(2014)
- ²⁰ Halpen (2007)
- ²¹ Wise Ways/Academic Development Institute
- ²² Demmert (2001)
- ²³ Deese (2006)
- ²⁴ Lockwood (2007)
- ²⁵ Miller (2004)
- ²⁶ Au & Kawakami (1991)
- ²⁷ Johnstone (2009)
- ²⁸ French (1987)
- ²⁹ WiseWays/Academic Development Institute
- ³⁰ ACT Research (2013)
- ³¹ ACT Research (2013)
- ³² Schweigman (2011)
- ³³ ACT Research (2013)
- ³⁴ WiseWays/Academic Development Institute
- ³⁵ WiseWays/Academic Development Institute

- Table 1. Tribal Community Statistics
- Table 2. HSTS, Halifax and Warren County School Performance
- Table 3. Free and Reduced Lunch Rate
- Table 4. HSTS School Performance and Free/Reduced Status
- Table 4. 2015 End-of-Year DIBELS
- Table 5. Haliwa-Saponi Tribal Discipline Report
- Table 6. Greatest Barriers Both In and Out of School
- Table 7. Collectivistic Community Goal
- Table 8. HSNYI Goals and Objectives
- Table 9. Increase Holistic Student Agency
- Table 10. Build Academic Rigor and Culturally Responsiveness K-12 Initiatives
- Table 11. ACT Preparation: EXPLORE and PLAN- Walking the Red Road for Life Quality
- Table 12. Identifying Our Strengths and Redefining NaTivE Culture to Include Career and College Readiness
- Table 13. HSNYI Management Plan
- Table 14. Project Evaluation

- Appendix A- Third-Party Diagnostic Needs Assessment
- Appendix B- Trauma
- Appendix C- Hierarchy of Needs
- Appendix D- RtI/MTSS/PBIS-Descriptors
- Appendix E- Teen Court Descriptor
- Appendix F- Job Descriptions/Resumes
- Appendix G- Haliwa-Saponi School-Community Strategic Planning Session (2015)

Figure 1. HSNYI Indigenized Logic Model

Job Descriptions

Project Director- 5% The position will have overall operational and management responsibility in completing the HSNYI process and will serve as its primary spokesperson. The Project Director participates in the monthly and quarterly meetings with HSYI Tribal Council Executive Committee, management team and Youth Advisory Committee. The Project Director collaborates and discusses HSNYI development such as data results, student performance, successes, and needs for modification. The Project Director consults and collaborates with the Program Manager weekly..

Project Manager- (45%) The position is responsible for the daily operations of the HSNYI grant. Consults and collaborates with the Project Director and other key personnel. The project coordinator organizes and manages HSNYI events, resources and creates a system of checks and balances for HSNYI implementation of project goals, data collection, and measured objectives. The Project Manager functions as a change agent and leader.

Instructional Literacy/Math Coach – (100%)

Duties and Responsibilities: • Develop and support a culture of reflective practice among teachers. Coach teachers, model lessons, and provide feedback to teacher -colleagues. Participates in professional development to build specific knowledge and skills to work with teacher -colleagues to improve classroom practice. Conduct planning meetings (PLC) with teachers to analyze student work, review information regarding classroom assessments, and plan for instruction within programs. Assist teachers to embed assessments into daily instructional work and differentiate instruction to close gaps and

improve student achievement. The Instructional Literacy/Math Coach participates in working toward achieving performance objectives and outcomes of the HSNYI.

Indian Education Instructional Coach-(50%) Develop and support a culture of reflective practice among teachers regarding cultural responsiveness to the Haliwa-Saponi Indians. Coach teachers, model lessons, and provide feedback to teacher - colleagues. Serve as a liaison to student, teacher and community in cultural practices. Participates in professional development to build specific knowledge and skills to work with teacher -colleagues to improve classroom practice and understand Native learners. Conduct planning meetings (PLC) with teachers to analyze student work, review information regarding classroom assessments, and plan for instruction within programs. Advocate for the well-being of all Indian children and tribal families. Assist teachers to embed assessments into daily instructional work and differentiate instruction to close gaps and improve student achievement.

Professional Services Contractual – Work performed by an independent contractor requiring specialized knowledge, experience or similar capabilities for a specified amount of time.

Education	M.S.A., School Administration / North Carolina Principal Fellow University of North Carolina at Chapel Hill, <i>Chapel Hill, NC.</i>	May 2013
	M.A., Business Management Regent University School of Business, <i>Virginia Beach, VA</i>	May 2007
	M.Ed., Special Education Regent University School of Education, <i>Virginia Beach, VA</i>	May 2007
	B.A., Biblical Studies & Christian Education Zion Bible Institute, <i>Barrington, RI</i>	June 2001

Licenses	North Carolina, K-12 School Principal	Expires June 2016
	North Carolina, K-6 Elementary Education	Expires June 2016
	North Carolina, K-12 Special Education	Expires June 2016

Experience	Principal of Operational Compliance/Development Manager <i>Haliwa-Saponi Tribal School, Hollister, NC</i>	<i>June 2014 – Present</i>
	<ul style="list-style-type: none">• Manage process for Charter Renewal with the Office of Charter Schools at the North Carolina Department of Public Instruction.• Serve as a liaison between the Office of Charter Schools & the Haliwa Saponi Tribal School.• File and/or cause to be filed all state and federal reports noted on the North Carolina Department of Public Instruction’s Master Data Calendar.	
	Assistant Principal of Curriculum, Instruction & Operations <i>Haliwa-Saponi Tribal School, Hollister, NC</i>	<i>June 2013 – June 2014</i>
	<ul style="list-style-type: none">• Devise and execute plan for Read to Achieve Legislation compliance.• Institute the use of benchmark assessments from TE21/CASE and provide training to faculty on utilizing the assessment data to inform instruction.• Implement and provide oversight of the Beginning Teacher Support Program.• Collaborate with third-party vendor and provide on-site oversight for Homebase Implementation.• Facilitate staff development plan and professional learning networks for grades K-12.• Manage the North Carolina Educator Evaluation System, observe teachers and provide feedback as well as model instruction, as needed.	
	Professional Consultant <i>Futures Education, LLC, Springfield, MA</i>	<i>September 2012-November 2012</i>
	<ul style="list-style-type: none">• Developed two evaluation instruments, based on research, to be used to evaluate special education paraprofessionals and Instructional Team Leaders in Detroit City Public School’s pilot district, under auspices of Education Achievement Authority of Michigan.	
	Full-Time Principal Intern <i>Haliwa-Saponi Tribal School, Hollister, NC</i>	<i>August 2012 – May 2013</i>
	<ul style="list-style-type: none">• Collaborate with the school superintendent in order to develop the school calendar, master schedule, determine teacher assignments, and coordinate with third party management vendor to create individual student schedules based on graduation requirements.• Assist the school superintendent with the processing of all invoices and maintenance of local chart of accounts.• Devise the Charter School Textbook Adoption Plan.	
	Testing Coordinator <i>Haliwa-Saponi Tribal School, Hollister, NC</i>	<i>October 2011 – May 2013</i>
	<ul style="list-style-type: none">• Train administrators and proctors and enforce policies for testing and accountability to maintain compliance with State regulations.• Developed School Testing & Accountability Policies and Procedures Manual.• Provide annual presentation on Testing Data to School Board and Tribal Council.	

PR/Award # S299A150027
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Exceptional Children's Program Coordinator / EC Teacher*January 2010 – May 2013**Haliwa-Saponi Tribal School, Hollister, NC*

- Serve as Chairperson for Exceptional Children's Continuous Improvement Performance Plan Stakeholder's Committee and facilitate all CIPP activities to ensure compliance with EC Indicators.
- Developed Exceptional Children's Policies and Procedures Manual.
- Oversee all scheduling for both teachers and students in the Exceptional Children's Program.
- Ensure timely compliance for the completion of all EC meetings, forms and CECAS data entry.
- Conduct regular Staff Development workshops on topics related to Exceptional Children.
- Researched, brought to Principal's attention and provided support in completing the application process to obtain several grants for Exceptional Children that our students qualified for, resulting in almost \$20,000 in additional revenues for Haliwa Saponi Tribal School.

Adjunct Professor*January 2010 – present**North Carolina Wesleyan College, Rocky Mount, NC*

- Provide Instruction on the History of Exceptional Children, Exceptional Children's Legislation and other relevant topics related to working with children with special needs.

Fifth Grade Teacher & Exceptional Children's Program Consultant,*August 2009 – January 2010**Haliwa-Saponi Tribal School, Hollister, NC*

- Support Principal by serving as a consultant for questions of compliance related to the Exceptional Children's Program.
- Managed the process to identify and correct significant issues of non-compliance within the Exceptional Children's Department at Haliwa Saponi Tribal School, resulting in no requirement for payback to the North Carolina Department of Public Instruction (NCDPI).

Exceptional Children's Teacher,*August 2008 – August 2009**Rocky Mount Preparatory School, Rocky Mount, NC*

- Planned and delivered instruction for High School Exceptional Children in both self-contained and inclusive settings, meeting objectives for both the Occupational Course of Study as well as the NC Standard Course of Study.
- Developed a three year plan for roll out and implementation of Responsiveness to Instruction (RtI) for Rocky Mount Preparatory School.

Transaction Manager / Community Manager*January 2006 – July 2008**The Equity Fund, LLC & Sunset West, LLC dba STONEGATE**with professional management by Benchmark Management Group, LLC,
Rocky Mount, NC*

- Provided professional on-site management of 54 acre development project.
- Effectively managed and marketed the manufactured housing community; consistently maintaining an occupancy rate between 85-100%.

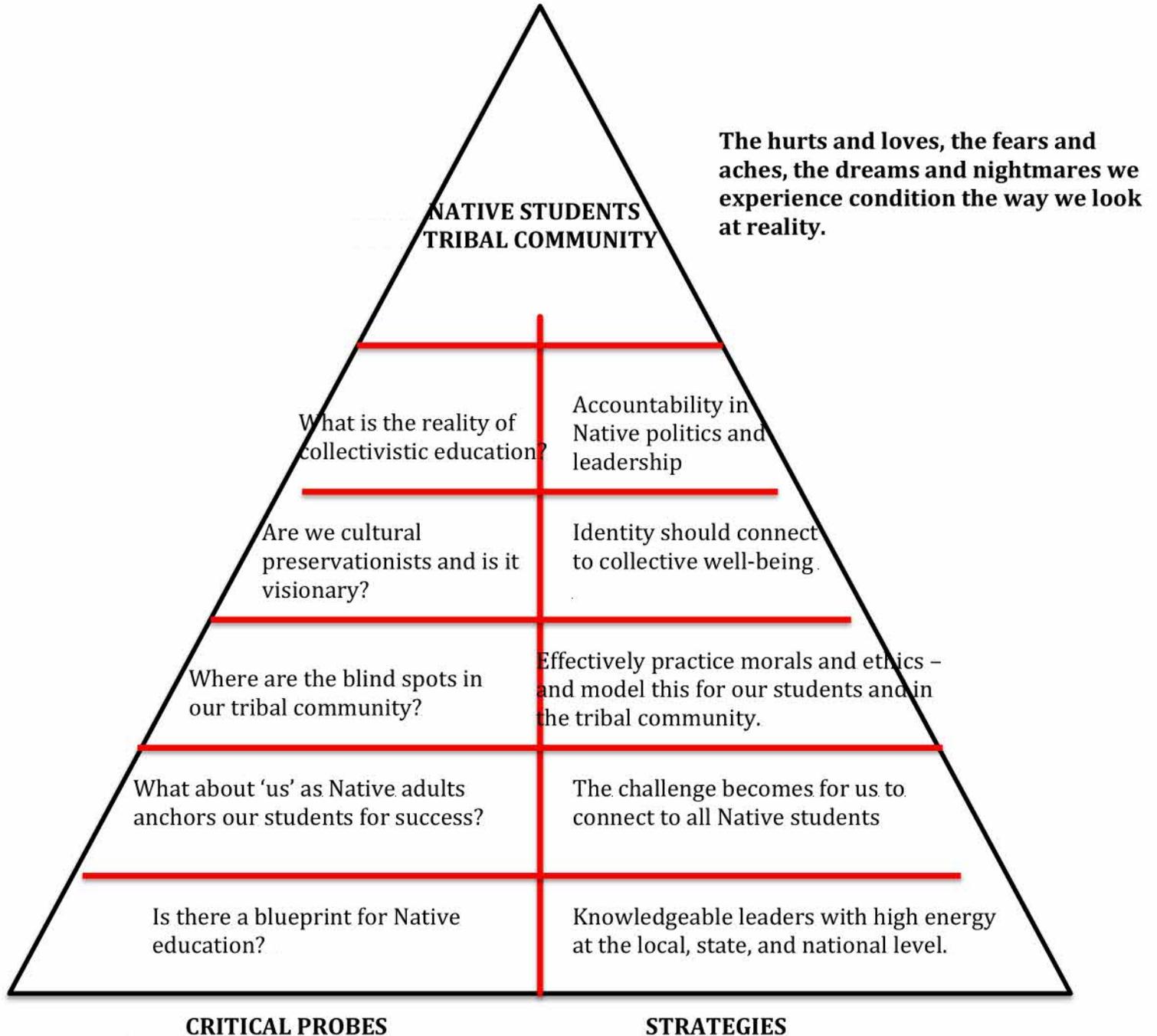
Self-Contained Special Education Teacher / Student Teacher*August 2005 – December 2005**Portsmouth Public Schools, Portsmouth, VA*

- Designed and delivered curriculum in line with state standards as well as student IEP goals and objectives.
- Successfully facilitated an education environment for student growth and development resulting in student academic achievement and mainstreaming of formerly self-contained special education students.

Director of Marketing & Recruiting*July 2003 - August 2005**Regent University School of Education, Virginia Beach, VA*

- Wrote and executed annual marketing plan for the School of Education.
- Managed \$150,000 annual marketing budget in order to facilitate the implementation of effective marketing strategies to yield a 300% increase in qualified prospects for all School of Education programs and certificates.
- Represented the School of Education as a spokesperson at local and national information sessions and conferences.

Hierarchy of Needs



Appendix D

Responsiveness to Intervention (RtI)/Multi-Tiered Systems of Supports (MTSS); Positive Behavior Intervention & Support (PBIS); Professional Learning Communities (PLC) and Continuous Process and School Improvement Training Modules

The Haliwa-Saponi Native Youth Initiative (HSNYI) will implement the Responsiveness to Intervention (RtI)/Multi-Tiered Systems of Supports (MTSS) service delivery model, which uses Positive Behavior Intervention Support (PBIS). It will be modified to ensure alignment to cultural standards for working with American Indian students and the Haliwa-Saponi tribal curriculum. The HSNYI Indian Education Instructional Coach and the Reading/Math Instructional Coach will support the service model and implementation.

RTI/MTSS is a general education model encouraging collaboration. The core curricula designed by local schools and systems serve as the basis for RTI. The RTI model is a three-tiered system. The first Tier, the primary level of prevention, requires universal screening of all students to determine the best educational strategies and also identify any students who may need more targeted interventions. The second Tier, the secondary level of prevention, calls for targeted assessment and explicit instruction for students who have shown to be at risk for behavior or learning problems. The third Tier, the tertiary level of prevention, defines intensive interventions for students who need the most assistance to succeed with the core curriculum.

Positive Behavior Intervention & Support (PBIS) is a process for creating safer and more effective schools. It is a systematic approach to enhancing the capacity of schools

to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS is not a program or curriculum. It is a team-based process for systemic problem-solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

Professional Learning Communities (PLCs) provide a structure for collaboration with colleagues and continual teacher growth and development. A typical PLC framework is embedded into the school day and facilitated by teachers or teacher support staff such as instructional coaches or curriculum facilitators. A PLC is not collaboration for collaboration's sake. The purpose of collaboration in a PLC is to make an impact on classroom practice in order to achieve better results. Participation in a PLC allows teachers to engage in ongoing dialogue around issues related to curriculum, instruction, assessment, classroom management, and any other topic of interest or need. Through PLCs, teachers learn from each other, regularly sharing best practices, analyzing student data, and planning for instruction. Teachers belonging to a PLC expand their repertoire of effective instructional strategies and build a sense of community. By coming together regularly to collaborate, teachers break away from the traditional model of isolation in schools.

Cultural-based Continuous Process and School Improvement Training Modules

Administrators and staff at HSTS, through the grant, will receive training in continuous improvement processes for the development, implementation, and monitoring of a data-driven school improvement plan. A corollary to this is the RtI/MTSS and PLC training, coaching and implementation of the HSNYI service delivery model designed to build capacity for distributed leadership of teachers and staff, school board members, the tribal leaders and community and other stakeholders to lead the school in this process.

Foundation Module: Distributive Leadership and the Six Step School Improvement Planning Model

The distributive leadership and school improvement is grounded in the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. At the conclusion of the foundational session, participants will:

- Understand the successful practices of a distributive leadership model
- Understand the following steps of the continuous improvement planning process and the knowledge and skills necessary to lead continuous improvement:
 - I. Data Capture and Reporting
 - II. Data Analysis
 - III. Goal/Objective Setting
 - IV. Action Step Development
 - V. Monitoring and Adjusting
 - VI. Communicating the Plan

Module 1: Creating an Aligned System of Continuous Improvement

At the conclusion of session 1, participants will be able to:

- Clarify core purpose, goals and strategies needed to achieve goals and objectives, as well as the key performance indicators or measures for determining success.

Module 2: Performance and Project Management

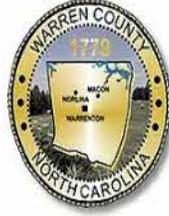
At the conclusion of session 2, participants will be able to:

- Create specific plans to clearly define crucial, strategic projects.
- Communicate plans with clarity
- Understand how to assess alignment between important projects and strategic

<ul style="list-style-type: none"> Align and properly balance the critical perspectives necessary to ensure long-term sustainable results. Identify the current baseline performance level of strategic measures and the target performance level and timeline desired. Identify important projects and initiatives needed to realize objectives. Understand how to measure current performance against baseline and targeted performance data. 	<ul style="list-style-type: none"> plans. Understand the process and utilization of tools for monitoring the strategic projects to ensure successful completion on time and on budget.
<p><u>Module 3: Leading with Mission and Vision</u></p> <p>At the conclusion of session 3, participants will be able to:</p> <ul style="list-style-type: none"> Understand key strategies for leading with mission and vision and apply these components to specific behaviors of the building leader, with specific correlations to current high stakes accountability structures. Use mission and vision change strategies to create and sustain a high performing learning environment in schools. 	<p><u>Module 4: Leading with Mission and Vision (cont.)</u></p> <p>At the conclusion of session 4, participants will be able to:</p> <ul style="list-style-type: none"> Identify the teaching and learning issues in a case study targeting the use of vision in leadership. Identify evidence of leadership in relation to vision in a school setting Understand and identify evidence of the vision components in their current practice. Identify aspects of their own performance related to leading with vision that need improvement.
<p><u>Module 5: Leading by Developing a High Performance Learning Culture</u></p> <p>At the conclusion of session 5, participants will be able to:</p> <ul style="list-style-type: none"> Define the concept of school culture and identify factors that shape the culture of the school. Identify and apply instructional rubrics to evaluate effective teaching and learning practices. Identify critical leadership strategies for leading implementation of the 	<p><u>Module 6: The Management of Learning</u></p> <p>At the conclusion of session 6, participants will be able to:</p> <ul style="list-style-type: none"> Understand the critical role of decision-making in the daily management of a school for high achievement results. Relate the development of clear procedures to the orderly management of a school and student achievement. Analyze the variables connecting the allocation of resources to equity and excellence in student achievement.

<p>CCSS.</p> <ul style="list-style-type: none"> • Identify stakeholders who are critical in shaping and maintaining the culture of a school. • Explain the relationship between the use of disaggregated data and strategies to shape the culture of a school. • Identify key components of a school culture that fosters the high achievement of all students. • Analyze culture through a designed case study and identify elements of school culture that must be shaped to create a high performing learning community. 	<ul style="list-style-type: none"> • Understand the linkage of safe and orderly school management to the successful creation of a high performance culture.
<p><u>Module 7: Collaboration for Student Success</u></p> <p>At the conclusion of session 7, participants will be able to:</p> <ul style="list-style-type: none"> • Identify strategies for cultivating leadership in others • List strategies that foster collaboration between the school and its various stakeholders. • Identify the teaching and learning issues related to a targeted case study involving collaborative environments in school communities. • Understand and apply the components of collaborative school cultures 	<p><u>Module 8: Integrity, Fairness, and Ethics in Learning</u></p> <p>At the conclusion of session 8, participants will be able to:</p> <ul style="list-style-type: none"> • Cite their own personal/professional code of ethics when confronted with school leadership issues. • Apply their code of ethics in job related case studies and fact-based problem scenarios. • Connect integrity, fairness and ethics with vision and culture for school leadership
<p><u>Module 9: The Politics, Social, Economic, Legal, and Cultural Contexts of Learning</u></p> <p>At the conclusion of session 7, participants will be able to:</p> <ul style="list-style-type: none"> • Identify the role of politics, both internal and external, in how a school leader sorts out and manages teaching and learning issues. 	<p><u>Module 10: Professional Development and School Improvement Planning</u></p> <p>At the conclusion of session 8, participants will be able to:</p> <ul style="list-style-type: none"> • Understand and apply the six step school improvement model to their current school improvement processes. • Identify and analyze essential

<ul style="list-style-type: none"> • Use a single-minded focus on the interests of students and their families to guide their work, always seeking to make schools places that better promote achievement. • Know, understand, and carry out policies, laws, and regulations that safeguard members of the school community from harm. • Identify those who have an effect on the school’s environment from outside and effectively communicate with them. 	<p>components in the Florida accountability model</p> <ul style="list-style-type: none"> • Identify critical data elements for school-based improvement planning • Analyze the efficacy of their current school improvement plans and procedures. • Identify and apply the elements of adult learning theory to professional development practices. • Analyze the efficacy of their current professional development plans.
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Appendix E

MISSION STATEMENT

The mission of the Warren County Youth Services Bureau is to keep kids safe, families together and reduce the incidence of juvenile crime in the local community.

VISION:

A comprehensive Youth Services Bureau which provides the most effective services to the youth and their families in Warren County.

GOALS

Warren County One on One Program: The aim of this program is to increase self-esteem of our youth through the caring of One-on-One attention provided by adult mentors.

Interpersonal Skill Building-After School Program: The aim of this program is to offer educational activities through the Guided Growth (after-school) program that promotes good decision-making and the development of personal and social skills.

Community Service/Restitution Program: The aim of this program is to decrease the recidivism rate of our juvenile offenders by providing various venues for effective community service.

Teen Court: The aim of this program is to provide counsel to juveniles who are first time offenders. It is a court where the offenders are sentenced by their peers and therefore held accountable for their actions. Teen Court utilizes trained student volunteers, under adult supervision, to serve in various capacities.

For more detail information, contact:

Director Debbie K. Scott

E-mail: DebbieScott@warrencountync.gov

Telephone: (252) 257-0428

Evidence proves that after school programs and mentoring programs do make a difference in a young person's life. It shows up in improved grades and behavior, fewer school suspensions, increased self-esteem and fewer court petitions. The local Juvenile Crime Prevention Council assist the Youth Services in identifying avenues for funding opportunities and partnerships in order to continue to expand and enhance the programs to meet the needs of at-risk youth.

**TOTAL REFERRALS FROM
HALIWA SAPONI TRIBAL SCHOOL**

Warren County Teen Court

YEAR	AGE	OFFENSE
2012-2013	0	
2013-2014	17	Communicating Threats
2014-2015	12	Simple Assault
	14	Disorderly Conduct
	17	Simply Affray
	12	Simple Assault
	17	Simple Assault



**Haliwa-Saponi Indian Tribe and Haliwa-Saponi Tribal School
School and Community Strategic Planning**

The second phase of the project scope consisted of convening school and community members, including tribal council and school board members for a strategic planning discussion. This section provides a summary of the meeting outcomes and the priority areas of focus that were determined appropriate for action planning.

First, participants were asked to define success for the students attending the Haliwa-Saponi Tribal School. More specifically, "What do your students need to know and be able to do in the complex future that awaits them after they graduate from HSTS?"

Responses included: Students should be:

<ul style="list-style-type: none">• Problem-Solvers• Financial Managers• Advocates• Proactive Leaders• Critical Thinkers• Committed• Responsible• Strong work ethic• Possess 21st Century Skills• Social graces and communication skills• Not afraid to fail• Open-minded and accepting	<ul style="list-style-type: none">• Collaborators• Technology literate• Global and local minded• Creative• Time managers• Self-disciplined• Able to network• Resilient• Contributors to the tribe and community• Knowledgeable of the tribal culture• Respectful
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Participants were also asked to evaluate the external context of the school and community. Strengths and weakness are internal to the school, and opportunities and threats are external. The areas that are external to the school are those things that the school often cannot control, but can have an impact on its potential success or failure. The diagnostic assessment revealed the internal factors. The participants, in the strategic planning session, identified the following as the external current and future key opportunities and threats in preparing the HSTS students for college, career and life. Key opportunities and threats include:

<p>Key Opportunities (Current)</p> <ul style="list-style-type: none"> • After school activities (tutorial; basketball) • ImaginED partnership • Utilizing local churches • Health & Human Services • Warren County Teen Court System • State-wide organizations • Retired educators to volunteer • Opportunity to share the positive news 	<p>Key Opportunities (Future)</p> <ul style="list-style-type: none"> • Local churches • Tribal Community Teen Court <ul style="list-style-type: none"> ◦ Tied to core values of the tribe ◦ Community/ School Teen Court • Mentoring opportunities • Marketing technique to "WOW" the community
<p>Key Threats (Current)</p> <ul style="list-style-type: none"> • Students who are unaware/ uninvolved in the culture • Parental Fault (accountability) • Lack of tribal court system to support the needs of the students and mission of the school • Security • Lack of policies in place to enforce particular rules 	<p>Key Threats (Future)</p> <ul style="list-style-type: none"> • Hurting parents/ lashing out of children • Renewal • Student Turnover (unstable student population) → infrastructure/ student programs • Teacher turnover • Security

The following data captures the specific goals, action statements and needs the participants provided as necessary for the school to ensure student success. The need to identify and implement an aligned core curriculum was frequently mentioned.

1. Design and create policy/procedure/expectations document to plan how to enforce them (who, when, where, how)
2. Full vertically aligned curriculum and aligned materials, textbooks
3. Implementing a curriculum
4. Professional development

5. Strategy for positive parent involvement
6. Marketing with newsletters, website, brochures
7. Charter policies that reflect community concerns
8. Align curriculum to test
9. Market school program to attract student to cultural heritage
10. Infuse Native culture into curriculum and afterschool programs (tribe must help to infuse the cultural values and behaviors into the curriculum)
11. Leadership training and policy development
12. Curriculum development
13. Professional development
14. Marketing-website, cyber plan, professional marketing campaign (external); teachers and students (internal)
15. Community and parental involvement
16. Leadership, board training and policy
17. Curriculum development
18. Marketing strategy
19. Community involvement
20. Student discipline and pride in studying and excelling
21. Curriculum development
22. Professional development on the Common Core State Standards/Assessments
23. Leader training and policy
24. Marketing
25. Parental involvement
26. Vertically aligned curriculum
27. Community partnerships
28. Creative scheduling
29. A vertically aligned full curriculum
30. Community partnerships
31. Teacher and student retention
32. Teacher training
33. Vertically aligned K-12 curriculum, including at least one cross content PBL opportunity per year designed and implemented by 2015-16 school year
34. Policies and procedures and consequences designed, implemented with fidelity by end of the year
35. CCSS curriculum and aligned resources
36. To develop policies and practices that modernize the HSTS operations
37. Blended curriculum alignment K-12 Common Core infused with the Haliwa-Saponi culture and values instilled throughout
38. Development team to seek and obtain resources for HSTS
39. Tribal court that deals with student and parent issues
40. New building and infrastructure
41. Clarity of the tribal core values of the Haliwa-Saponi Indian Tribe

Using this data collected during the strategic planning session and input from the school and community participants, four (4) priority areas of focus were identified. The priority areas of focus include: (1) Student Achievement, which includes a specific concentration on core curriculum development; (2) School Improvement Governance and Leadership; (3) Teacher Effectiveness; and (4) Student, Parent and Community Engagement. The following section provides smart goal statements and proposed strategies and activities for each area.

Curriculum and Instruction Strategic Priorities and Roadmap

STUDENT ACHIEVEMENT GOAL STATEMENTS AND ACTION PLAN

<p>Mission: The Haliwa-Saponi Tribal School will provide a high quality education through academics, technology, and community involvement with integration of American Indian culture. Our students will become positive, productive, and independent citizens in an ever-changing global society.</p>
<p>Area of Focus: Student Achievement in Math</p>
<p>Overall Goal: (What we want to accomplish in 3 years) As measured by the EOG and EOC Math Test, 85% of students will be considered proficient in the area of math proficiency.</p>
<p>Smart Goal Statements: (What we want to accomplish by the end of the 2015-16 school year) As measured by the EOG Math and EOC Tests and CASE Math Assessments,</p> <ul style="list-style-type: none"> • 60% of kindergarten students will be considered proficient in the area of math proficiency; at least 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 60% of first grade students will be considered proficient in the area of math proficiency; at least 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 60% of second grade students will be considered proficient in the area of math proficiency; at least 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 60% of third grade students will be considered proficient in the area of math proficiency; at least 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 60% of fourth grade students will be considered proficient in the area of math proficiency; at least 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 40% of fifth grade students will be considered proficient in the area of math proficiency; at least 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 40% of sixth grade students will be considered proficient in the area of math proficiency; no more than 30% will score at Level 1 by the 4th quarter of 2016 • 60% of seventh grade students will be considered proficient in the area of math proficiency; no more than 30% will score at Level 1 by the 4th quarter of 2016 • 40% of eighth grade students will be considered proficient in the area of math proficiency; no more than 30% will score at Level 1 by the 4th quarter of 2016 • 40% of high school students taking Math 1 will be considered proficient in the area of course proficiency by the 4th quarter of 2016
<p>Recommended Approaches /Strategies: (What we will do to realize our goal)</p> <ul style="list-style-type: none"> • Implement with fidelity a vertical and horizontal aligned core curriculum (Tier 1) that addresses the North Carolina Course of Study (including the Common Core State Standards in Mathematics) and aligns to state assessments. • Teachers will use curriculum guides to implement the Common Core State Standards and NC Essential Standards when planning instruction

- Operationalize an instructional improvement and data-driven process for teachers to monitor for continuous improvement in the classroom

Other Measures: *(What we will use to monitor our progress toward reaching our goal)*
Academy of Math, MCLASS (Dibels), Study Island Assessments and NCFE

<p>Mission: The Haliwa-Saponi Tribal School will provide a high quality education through academics, technology, and community involvement with integration of American Indian culture. Our students will become positive, productive, and independent citizens in an ever-changing global society.</p> <p>Area of Focus: Student Achievement in English and Language Arts (ELA)</p> <p>Overall Goal: <i>(What we want to accomplish in 3 years)</i> As measured by the EOG Reading and EOC English Tests, 85% of students will be considered proficient in the area of reading proficiency.</p> <p>Smart Goal Statements: <i>(What we want to accomplish by the end of the 2015-16 school year)</i> As measured by the EOG Reading, EOC Tests and CASE Reading Assessments,</p> <ul style="list-style-type: none"> • 60% of kindergarten students will be considered proficient in the area of reading proficiency; 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 60% of first grade students will be considered proficient in the area of reading proficiency; 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 50% of second grade students will be considered proficient in the area of reading proficiency; 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 60% of third grade students will be considered proficient in the area of reading proficiency; 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 40% of fourth grade students will be considered proficient in the area of reading proficiency; 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 50% of fifth grade students will be considered proficient in the area of reading proficiency; 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 60% of sixth grade students will be considered proficient in the area of reading proficiency; no more than 30% will score at Level 1 by the 4th quarter of 2016 • 60% of seventh grade students will be considered proficient in the area of reading proficiency; no more than 30% will score at Level 1 by the 4th quarter of 2016 • 40% of eighth grade students will be considered proficient in the area of reading proficiency; no more than 30% will score at Level 1 by the 4th quarter of 2016 • 60% of high school students taking English II will be considered proficient in the area of course proficiency by the 4th quarter of 2016 <p>Recommended Approaches /Strategies: <i>(What we will do to realize our goal)</i></p> <ul style="list-style-type: none"> • Implement with fidelity a vertical and horizontal aligned core curriculum (Tier 1) that addresses the North Carolina Course of Study (including the Common Core State Standards) and aligns to state assessments. • Teachers will use curriculum guides to implement the Common Core State Standards and NC Essential Standards when planning instruction • Operationalize an instructional improvement and data-driven process for teachers to monitor for continuous improvement in the classroom <p>Other Measures: <i>(What we will use to monitor our progress toward reaching our goal)</i></p> <p>Academy of Reading, MCLASS (Dibels), Study Island Assessments and NCFE</p>
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<p>Mission: The Haliwa-Sapponi Tribal School will provide a high quality education through academics, technology, and community involvement with integration of American Indian culture. Our students will become positive, productive, and independent citizens in an ever-changing global society.</p>
<p>Area of Focus: Student Achievement in Science</p>
<p>Overall Goal: (What we want to accomplish in 3 years) As measured by the EOG and EOC Biology Test, 85% of students will be considered proficient in the area of scientific literacy.</p>
<p>Smart Goal Statements: (What we want to accomplish by the end of the 2015-16 school year) As measured by the EOG Science and EOC Biology,</p> <ul style="list-style-type: none"> • 50% of fifth grade students will be considered proficient in the area of math proficiency by the 4th quarter of 2016 • 60% of eighth grade students will be considered proficient in the area of scientific literacy by the 4th quarter of 2016 • 50% of high school students taking Biology will be considered proficient in the area of scientific literacy by the 4th quarter of 2016
<p>Recommended Approaches /Strategies: (What we will do to realize our goal)</p> <ul style="list-style-type: none"> • Implement with fidelity a vertical and horizontal aligned core curriculum (Tier 1) that addresses the North Carolina Essential Standards for Science and aligns to state assessments. • Teachers will use curriculum guides to implement the NC Essential Standards when planning instruction • Operationalize an instructional improvement and data-driven process for teachers to monitor for continuous improvement in the classroom
<p>Other Measures: (What we will use to monitor our progress toward reaching our goal) Science NCFE and CASE Assessments</p>

SCHOOL IMPROVEMENT GOVERNANCE AND LEADERSHIP GOAL STATEMENT AND ACTION PLAN

<p>Mission: The Haliwa-Saponi Tribal School will provide a high quality education through academics, technology, and community involvement with integration of American Indian culture. Our students will become positive, productive, and independent citizens in an ever-changing global society.</p>
<p>Area of Focus: School Improvement Governance and Leadership</p>
<p>Overall Goal: <i>(What we want to accomplish in 3 years)</i> To implement an effective comprehensive continuous improvement program based 100% on research-based best practices of distributed leadership</p>
<p>Smart Goal Statement: <i>(What we want to accomplish by the end of the 2015-16 school year)</i> A formalized structure for continuous improvement monitoring in place with 100% of the school's leaders, administrators and teachers trained to implement with fidelity a distributed leadership model focused on continuous improvement.</p>
<p>Recommended Approaches /Strategies: <i>(What we will do to realize our goal)</i></p> <ul style="list-style-type: none"> • Establish a 5-10 year strategic vision and priorities based on shared responsibility • Establish a governance structure, schedule, protocols and process and for monitoring school improvement • Design and implement a data-driven, continuous improvement model for school improvement ; including training and coaching of school leaders, teachers, board members and stakeholders • Develop an actionable school improvement plan • Create a resource development team (grants and funding)
<p>Other Measures: <i>(What we will use to monitor our progress toward reaching our goal)</i> Student achievement outcomes, approved policies, school improvement plan, training agendas, schedules and reports</p>

TEACHER EFFECTIVENESS GOAL STATEMENTS AND ACTION PLAN

<p>Mission: The Haliwa-Saponi Tribal School will provide a high quality education through academics, technology, and community involvement with integration of American Indian culture. Our students will become positive, productive, and independent citizens in an ever-changing global society.</p>
<p>Area of Focus: Teacher Effectiveness</p>
<p>Overall Goal: <i>(What we want to accomplish in 3 years)</i> A pool of highly effective teachers with professional/content knowledge and are well skilled in cultural-based instruction, data-driven instructional planning and instruction, differentiated instruction, assessment strategies, technology integration and the Haliwa-Saponi tribal culture and traditions</p>
<p>Smart Goal Statements: <i>(What we want to accomplish by the end of the 2015-16 school year)</i></p>
<p>Recommended Approaches /Strategies: <i>(What we will do to realize our goal)</i></p> <ul style="list-style-type: none"> • Incorporate into the school calendar a year-long schedule for teachers' professional development • Develop a professional development plan that aligns to the school improvement goals and teacher needs based on teacher evaluations • Train 100% of teacher on the Common Core State Standards (Math and ELA, shifts, etc.) and NC Essential Standards , new state assessments, higher order questioning techniques and use of aligned and highly engaging instructional practices • Implement Professional Learning Communities that promote formalized collaboration • Implement an orientation and mentoring program for new teachers • Training on tribal culture
<p>Other Measures: <i>(What we will use to monitor our progress toward reaching our goal)</i> Teacher evaluation data, professional development plan , professional development schedule, training agendas, PLC documents</p>

STUDENT, PARENT & COMMUNITY ENGAGEMENT

GOAL STATEMENTS AND ACTION PLAN

<p>Mission: The Haliwa-Saponi Tribal School will provide a high quality education through academics, technology, and community involvement with integration of American Indian culture. Our students will become positive, productive, and independent citizens in an ever-changing global society.</p>
<p>Area of Focus: Student, Parent & Community Engagement</p>
<p>Overall Goal: (What we want to accomplish in 3 years) The Haliwa-Saponi Tribal School will be a community-based learning center with highly engaged students, parents and community members.</p>
<p>Smart Goal Statements: (What we want to accomplish by the end of the 2015-16 school year) To increase the number of opportunities for students, parents and the tribal community to actively get involved in the learning process</p>
<p>Recommended Approaches /Strategies: (What we will do to realize our goal)</p> <ul style="list-style-type: none"> • Survey students, and provide extra-curricular, service learning and internship options to create student agency and student leadership • Survey parents, and establish a parent involvement policy and communicate expectations for engagement in the learning process; such as school-parent compacts • Establish an tribal elder mentoring and volunteer program • Formalize a direct working relationship with the Haliwa-Saponi Indian Tribe and connections to tribal programs that support youth
<p>Other Measures: (What we will use to monitor our progress toward reaching our goal)</p> <p>Parent and Student Survey results, approved policies and compacts</p>

**Curriculum and Instructional Program
Haliwa-Saponi Tribal School
Hollister, North Carolina**

**Final Report to the Haliwa-Saponi Tribal School
Board and the Haliwa-Saponi Indian Tribe**

April 2015

Prepared by imaginED Partners, LLC



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Haliwa-Saponi Tribal School Curriculum and Instructional Program

Introduction

The School Board for the Haliwa-Saponi Tribal School and the Hailwa-Saponi Indian Tribe are committed to improving student achievement and sustaining a high quality, culturally relevant educational option for students and parents residing in the local community and surrounding areas. As part of their continuous improvement efforts, a diagnostic assessment of the school's core curriculum and instructional program was conducted. This document is the final report, which reflects the key findings from the diagnostic assessment, opportunities for improvement and recommendations pertaining to the current curriculum and instructional program. The following sections outline outcomes from the strategic planning phase and priority smart goals and a high level action plan (roadmap). The final section offers potential grant funding opportunities for consideration.

Diagnostic Assessment

Scope and Methodology

The first phase of the scope of work was to complete a diagnostic assessment of the Haliwa-Saponi Tribal School (HSTS) curriculum and instruction program. The process consisted of an onsite visit that included a series of structured interviews with school leadership, teachers, students, parents, the tribal community and members of the school board. Additionally, classroom walkthroughs were done to observe instruction, student-staff interactions, student learning, access and alignment of instructional resources, and other various aspects of the learning environment and school culture. A final component of the process was the administration of SAME Survey, an online, investigative school-climate survey designed to provide general information regarding the opinions and perceptions of school staff. Survey data are invaluable in the triangulation of the findings between the site visit observations, structured interviews, and the examination of documents and other quantitative data pertaining to student achievement and the school's overall performance.

The scope of the diagnostic assessment was centered on curriculum and instruction and the aspects of the school's operations that advance or hinder its design and quality of delivery. Curriculum and instruction is core to the teaching and learning process and is often referred to as what is "written, taught and tested. This consists of (1) a written curriculum in some clear for the application by teachers in classroom; (2) a taught curriculum, which is shaped by and interactive with the written one; and (3) a tested curriculum, which includes the tasks, concepts, and skills of student learning which are linked to both the taught and written curriculum. The 'written, taught and tested" model has been published widely in the national professional literature, including the best-selling book, *The Curriculum Management Audit: Improving School Quality* (1995, Frase, English, Poston).

In relation to the school's operations, the diagnostic assessment reviewed how well the HSTS has been able to set valid curriculum and instruction goals and objectives

to improve student achievement, align its resources to accomplish those goals and objectives, and monitor progress and improvements in meeting its goals, however contextually defined or measured, over time. The model for instruction, which shows the linkage between the written, taught and tested curriculum is shown in Figure 1.

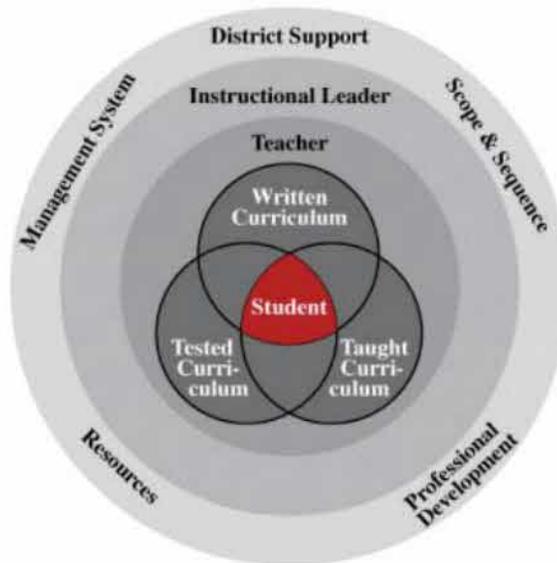


Figure 1.

The S.A.M.E. Framework for School Design, also supported by extensive research in school improvement, was utilized. This framework views schools as an integrated set of domains, Social, Academic, and Moral, which define the culture of the school community. The Social Domain defines how members of the school community behave; the Academic Domain defines how members of the school community engage in teaching and learning; and the Moral Domain defines what members of the school community believe. Overall, the diagnostic assessment represents a “systems” approach to continuous school improvement; that is, it considers the system as a whole rather than a collection of separate, discrete parts. The interrelationships of system components and their impact on the overall quality of the school’s efforts in accomplishing its mission were examined in order to gauge its current state in curriculum and instruction and the existing structures and processes in place for continuous improvements.

School Profile

The Haliwa-Saponi Tribal School (HSTS) is a K-12 public charter school located on the border of Halifax County and Warren County, North Carolina. The school began as a K-5 school in 2000-01 adding one grade per year to become a K-12 school. HSTS currently serves approximately 184 students; 125 students in K-8 and 59 high schoolers. The vast majority (76.6%) of the students are American Indians who are affiliated with

the local Haliwa-Saponi Indian Tribe. The rest of the student population is made up of Black (15.7%), White (2.7%), Hispanic (1%) and Multi-racial (3.8%) students. The percentage of children with disabilities, at 11.4 percent, is slightly lower than the state average of 12.9 percent. No students are identified as academically or intellectually gifted (AIG). Eighty-two percent of the students attending HSTS are eligible for free or reduced price lunch. There are 15 classroom teachers and 5 teacher assistants. Over half of the classroom teachers are certified and licensed either in North Carolina or another state. Only three teachers are American Indian and members of the local Haliwa-Saponi Indian Tribe. Four out of five teacher assistants are American Indian.

The mission of the Haliwa-Saponi Tribal School is to provide a high quality education through academics, technology, and community involvement with integration of American Indian culture. The aim is for students to become positive, productive, and independent citizens in an ever-changing global society. As a result of a recent revision at the beginning of the 2014-15 school year, the school's vision is to create a new educational opportunity for students, parents, teachers, and curriculum leaders in Warren, Halifax, and surrounding counties with a school that provides:

1. An academic program that addresses the needs of a wide range of learners from academically gifted to average to those at risk of academic failure (i.e., exceptional learners, ESL students, etc.);
2. A challenging, traditional curriculum with a clearly defined set of academic subjects and skills to be mastered;
3. A curriculum that will incorporate American Indian culture and technology;
4. Programs and activities to help students develop character, citizenship, physical fitness, and an appreciation for the arts;
5. An environment, which motivates students to strive for excellence, with high standards of conduct and discipline;
6. An atmosphere recognizing the vital role of parents in their children's education by encouraging parental volunteers and involvement and;
7. Professional opportunities for teachers to be involved in innovative teaching methods with accountability for results.

Also, at the beginning of the 2014-15 school year, the school's governance was restructured. The School Board created a co-principal organizational structure, as shown in Figure 2. that includes a principal for daily operations of the charter school and a principal for operational compliance. Job descriptions are included in the Appendices.

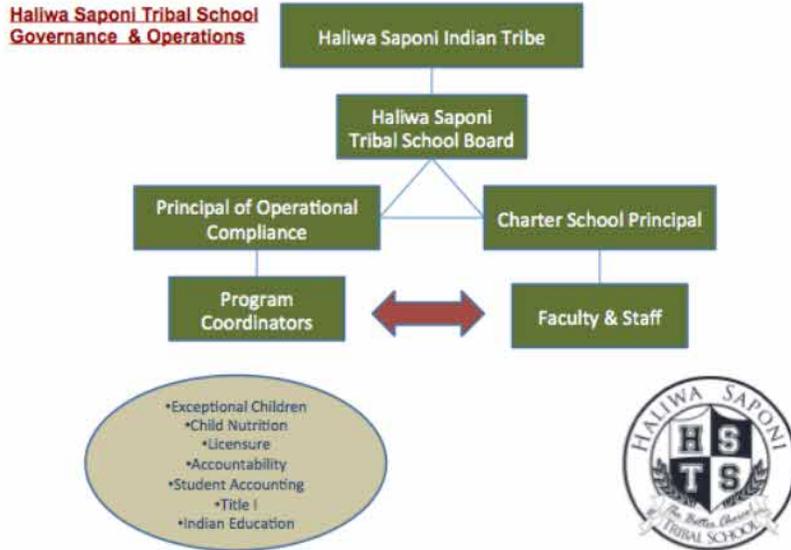


Figure 2.

Student Achievement Profile

In March 2014, the State Board of Education (SBE) adopted five academic achievement levels for reporting student performance on the EOGs and EOCs. With this additional level, Level 3 and above was determined to meet the grade-level proficiency standard and Level 4 and above was determined to meet the college-and-career readiness standard.

Using all EOG and EOC test scores, school accountability growth is calculated using EVAAS, a value-added growth tool. Each school with the required data is designated as having exceeded growth, met growth, or did not meet growth. The Haliwa-Saponi Tribal School did not meet growth expectations in 2013-14, as reflected in Figure 3., and has not met growth in two consecutive years.

Figure 3.

2013-14 Performance and Growth Results

Subject	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4	Percent Level 5
All Subjects	53.7	24.7	8.1	13.5	<5
All EOG	54.1	26.6	7.2	12.1	<5
EOG Grade 3	60.0	15.0	10.0	15.0	<5
EOG Grade 4	62.5	<5	12.5	25.0	<5
EOG Grade 5	62.5	27.1	6.3	<5	<5
EOG Grade 6	38.9	47.2	<5	11.1	<5
EOG Grade 7	60.0	30.0	<5	6.7	<5

EOG Grade 8	49.1	22.8	10.5	17.5	<5
All Reading	38.4	34.9	9.3	17.4	<5
Reading Grade 3	60.0	10.0	10.0	20.0	<5
Reading Grade 4	50.0	<5	25.0	25.0	<5
Reading Grade 5	50.0	37.5	6.3	6.3	<5
Reading Grade 6	16.7	55.6	5.6	22.2	<5
Reading Grade 7	40.0	46.7	<5	13.3	<5
Reading Grade 8	31.6	31.6	15.8	21.1	<5
All Math	69.8	23.3	<5	<5	<5
Math Grade 3	60.0	20.0	10.0	10.0	<5
Math Grade 4	75.0	<5	<5	25.0	<5
Math Grade 5	75.0	25.0	<5	<5	<5
Math Grade 6	61.1	38.9	<5	<5	<5
Math Grade 7	80.0	13.3	6.7	<5	<5
Math Grade 8	68.4	26.3	5.3	<5	<5
All Science	54.3	14.3	11.4	20.0	<5
Science Grade 5	62.5	18.8	12.5	6.3	<5
Science Grade 8	47.4	10.5	10.5	31.6	<5
All EOC	51.9	17.3	11.5	19.2	<5
Math I	61.1	16.7	5.6	16.7	<5
Biology	47.1	17.6	17.6	17.6	<5
English II	47.1	17.6	11.8	23.5	<5

Major Findings

Based on the survey data¹, site visit observations, structured interviews, and the examination of documents and other quantitative data pertaining to student achievement and the school's overall performance, the review team identified several strengths and opportunities to improve the existing curriculum and instructional program. Seventy-six

¹ The SAME survey is based on a five point Lickert scale with the mid-point of a "3" representing a response of "I am not sure". Responses of "1" ("I am confident this is not true") and "2" ("I am pretty sure this is not true") indicate a clear perception that the respondent does not see this value operating in the school culture. Responses of "4" ("I am pretty certain this is so") and "5" ("I am confident that this is so") represent a strong belief that the stated value is active in the school culture. For analysis purposes, we use responses with an average score of 3.5 or below to indicate a weak value or one which is not held firmly enough by a critical mass of respondents to impact the school culture).

percent of teachers and staff responded to the SAME survey², an extremely high return for a qualitative study.

Building Blocks for Success

The Haliwa-Saponi Tribal School (HSTS) has a wide variety of assets, which position it nicely to demonstrate significant growth in student achievement in the immediate future. There was amazing consistency among all internal and external stakeholders regarding the strengths of the school and its potential to capture its mission and realize its vision for the future. Observational data and survey data supported this positive theme.

The following are a few notable building blocks for success:

1. There is a strong sense of community and family spirit among the faculty and staff of the school. Consistently, when asked about the school's strengths, teachers responded with comments such as, "We have a family feeling here", "We have a community atmosphere", and " Staff are supportive of one another and cooperative". The SAME survey data supported this finding as well. TS003 "Faculty and staff treat each other with respect" (4.38) and TS010 "I like spending time with the people at this school" (4.25) indicate that a core value held at this school is the staff acts as a team. The social/emotional ties are strong and this bodes well for addressing the changes needed to ensure success.
2. The staff is dedicated to improving the performance of HSTS and is open to change and willing to try new ideas in the pursuit of higher student achievement. In interviews, teachers commented that their "common goal is student achievement" and that "teachers are collaborative and are working hard for the new standards". Frequently teachers reiterated that "our staff is our strongest asset". The administrators echoed these sentiments, "They [the faculty] want to grow and learn." These comments were confirmed in the SAME survey item TM004, "Teachers welcome new projects and initiatives designed to raise student achievement" (3.88).
3. Students and parents commended the caring attitudes of administrators and teachers in the building. Students cited the diversity of the student body as one of the strengths of the school and that differences in cultural backgrounds were not issues between students--in fact, they were valued and celebrated. Parents and board members commended the staff during the interviews with comments such as, "There is a sense of acceptance here, a multi-cultural climate that is safe for students" and "Kids here know their teachers". Also, parents said, "At public schools, they don't understand who you are and what you stand for. Here we build their self-esteem." Students said, "We feel safe here. On the SAME survey, teachers responded at 3.75 when asked, "Teachers recognize that, regardless of their backgrounds, children can achieve at high levels".

² Survey questions and summary of responses for distributive leadership, student academics, moral and social and the teacher academic, moral and social are provided in the appendices.

The focus on student achievement and the willingness of the staff to seek professional development to improve their practice and their desire to seek instructional interventions to improve student outcomes are extremely positive core values expressed by the faculty. During interviews, a recurrent theme among teachers and staff was the desire to receive consistent, in-depth, and data driven professional development, especially in the area of standards-based instruction. Teachers said, "This needs to happen across the board." As stated above, survey question TM004 indicated that teachers welcome new initiatives to raise student achievement. Having a staff open to change is a huge asset when addressing the areas of school improvement since much of the change process is about changing attitudes as well as technical skills.

Opportunities for Growth and Development

Based on interviews, observations, survey results including a review of other school-related data and information, the following are opportunities for growth and development:

1. HSTS currently does not have processes in place to design, implement, and monitor a quality school improvement plan that is data-driven and supported by the entire school staff. The responses to interview questions were consistent across all staff and teacher groups regarding school improvement planning. Administrators comments included, "We have no data driven school improvement plan" and "We have no viable school improvement plan; it is outdated." Teachers echoed these sentiments with comments such as, "We need data to drive our instruction." The School Improvement Team acknowledged that "we have no systemic planning". The SAME survey data confirmed these beliefs. DL005 "Members of the entire schools community are involved in the school improvement planning process" (2.25) and DL006 "Our school improvement plan is an active, viable document (2.94) indicate a critical need for the development, implementation, and monitoring of a collaboratively developed, data-driven plan for school change.
2. While parents, students, and staff all commended the school's leadership and new efforts to improve the culture of HSTS and establish processes, there was an equally consistent message that the school has suffered from a lack of consistent leadership. This lack of stability in leadership at the top is exacerbated by the fact that there is a lack of a distributed leadership culture where teacher leaders are actively involved in the ongoing decision-making at the school planning level. During interviews, teachers commented that "things have gotten a lot better over the last two years" relative to collaboration with school leadership. However, the rapid turnover of school leaders has created a "triage" mentality, which has been more about handling crisis management issues instead of a "process" for the development of an aligned curriculum program. The SAME survey data confirms this fragile relationship for distributed leadership, which is so heavily dependent on trust. DL001 "Teachers feel like their opinions are welcomed and respected" (3.5) and DL002 "This is a place a staff member can feel safe asking questions and talking about the truth, even when it is

uncomfortable" (3.19) signal a shift towards a more open culture of involvement but the need for continued efforts to broaden the decision-making structures.

3. A curriculum aligned to the Common Core State Standards and the North Carolina Essential Standards does not exist. Curriculum development, coordination, and articulation K-12 are major deficits in the current core program. The most common response from teachers during interviews when asked about what guides your daily instruction was, "We have no pacing guides", "We have no vertical curriculum", and "We have no defined curriculum". In fact, the lowest score recorded in the teacher academic domain of the SAME survey was TA002, "The curriculum is well articulated from grade to grade, so that gaps and repetition are limited" (2.06). Administrators also evidenced the lack of a written curriculum as one of the major weaknesses of the school program. This is also evidenced by the lack of a school board policy addressing curriculum and instruction and monitoring of the program.
4. As stated in the school's original charter and mission, the integration of the local culture and traditions into the teaching and learning process as well as opportunities for students to study the traditional and contemporary context (e.g., use and understanding of the visual arts, legends, oral histories, and fundamental beliefs of the community) was limited, with the exception of a part-time arts program. Students, staff and board members expressed concern about the lack of Native community participation in educating the children and in the planning and operation of school activities. Teachers were not aware of any specific curriculum and expressed limited awareness about the school's Indian education program.
5. A system of professional development for teachers to support school improvement is a significant deficit in the current program. HSTS currently does not have a cohesive plan for professional development. While there are many professional development opportunities offered to staff, staff development planning is inadequate and does not clearly connect student outcomes to staff development needs for teachers or within the school. Teachers lack knowledge and understanding of the current state standards and assessments including the key instructional shifts in the English and Language Arts (ELA) and Math; pedagogy and higher order questioning; and general language associated with the new state assessments. There was no evidence of training for teachers, particularly those who are not a part of the local community, about the local tribal culture, social mores of the community or the culturally appropriate resources to support a culture-based education. During interviews, teachers simply stated, "We have no cohesive training", "We know we need to teach the standards, but we have not been trained on that", and one teacher offered in a tongue and cheek manner, "We have Harry Wong" (a reference to a canned training program in wide use but not targeted to school needs.)
6. Cited by student groups, instructional delivery was an area for improvement. Teacher-directed, low level rigor, and lack of relevance were expressed concerns. Appropriate pedagogy and instructional delivery to match the rigor of the new Common Core State Standards and North Carolina's Essential Standards was not observed. During the interviews, students were very vocal about the lack of engagement in the classrooms. Comments were consistently

made such as, "Assignments are at a low level", "We do not get creative activities", and "We want more hands on activities". In fact, several students said, "They expect a lot but do not prepare us." "We do not feel prepared to go to college or to work." The SAME survey data suggests that teachers themselves are not confident that they are meeting student needs. TA001 "Clear and meaningful standards have been defined for what children need to know and be able to do" (3.31), TA007 "Students who are meeting the standards have access to enriched materials and activities that go beyond the standards." (2.75) and TA009 "Teachers work collaboratively to develop and refine engaging instructional strategies" (3.38) are all indicative of the lack of a strong pedagogical corporate value regarding lesson delivery.

7. All stakeholders, including students, mentioned the development of the student culture to own their learning outcomes. HSTS lacks structures to develop student leadership and give student leaders a voice in the school community.
8. Opportunities for students to engage in extracurricular enrichment activities are limited. Students expressed desires for growth in this area. During interviews, students shared that the school offers only a few activities that go beyond pure academic remediation. They made comments such as, "We have no real student government" and "We need more activities related to our interests". They also reflected on the past saying, "We used to have Native American dance teams, Native American language courses and drum groups. We have no more uniqueness!" The SAME survey data reflects this lack of school engagement of its student body when the adults answered SM007 "Students look forward to coming to school each day" with a 3.0, very ambivalent as a held value.
9. HSTS, through E-rate and additional school resources, has made some improvements in technology infrastructure to support teaching and learning. To move closer to a digital learning environment that provides access to digital teaching and learning resources, technology-enabled professional development and access to devices and equipment, greater partnerships and additional funding are needed.

Recommendations (Based on diagnostic findings)

Improvement steps the Haliwa-Saponi Tribal School (HSTS) should initiate- next 1-3 months (immediate action):

1. The School Board should establish a 5-10-year strategic vision and strategic priorities to create a culture of shared responsibility. Strategic areas can include, for example, priorities that address (1) high student achievement; (2) effective communications; (3) maximizing resources; (4) safe, sustainable, healthy; and, (5) respectful school community, highly effective staff and partnerships with families, community and businesses. Policies should be developed to address curriculum development, the instructional program framework and the school's governance structure for monitoring school improvement.

2. Administrators and staff at HSTS should receive training in continuous improvement processes for the development, implementation, and monitoring of a data-driven school improvement plan. A corollary to this recommendation would be training, coaching and implementation with a distributed leadership team of teachers and staff, school board members, and other stakeholders to lead the school in this process.
3. A coordinated and articulated (K-12) curriculum that is cultural-based and deeply aligned (content and context) to the new state standards should be developed and/or identified and teachers should be trained in its utilization. Collaborative teams should be established, where possible, to translate the curriculum document to viable daily and weekly lessons whose outcomes are highly aligned in content and rigor to the state standards and assessments.
4. The use of research-based, highly engaging instructional practices is necessary for the implementation of a viable curriculum referenced in recommendation #2 above. Expected instructional practices need to be clarified, developed, and supported in a more systemic manner. The presentation of the curriculum must evolve and embrace current standards for professional performance and quality student engagement.
5. Work with the Haliwa-Saponi Indian Tribal Council to establish a collaborative structure and/or process such as a Grants/Funding team to help the HSTS secure additional funding to support instructional programs and change. A Grants/Funding team could help identify appropriate funding opportunities, guide program design, work with grant contacts and write proposals.

Opportunities for Further Improvement- 6 months-3 years (medium to long-term action)

1. Structures (processes, procedures, policies) should be developed and implemented to develop a sense of ownership and leadership by HSTS students to the learning outcomes available to them. This should incorporate strategies for student learners to access those opportunities. Social, moral, and academic skills are critical to student success in school and in life and although it is preferable to build these throughout the K-12 learning continuum, it is never too late to engage learners in these strategies.
2. An ongoing professional development program aligned to school's goals should be established for teachers. This should include the development of a 1-3 year plan that includes job-embedded teacher learning which is part of the daily teaching practice and designed to enhance content-specific instructional practices, pedagogy and technology-integration to improve student learning.
3. Technology is driving changes in instructional practices and student learning. It is important for HSTS to begin planning its transition from a traditional instructional model to a digital-age learning model as described in the NC Digital Learning Plan. A detailed assessment of the HSTS current technology infrastructure should be conducted to provide the necessary information to

develop a digital transition plan and strategy to secure funding to support this work.

School and Community Strategic Planning

The second phase of the project scope consisted of convening school and community members, including tribal council and school board members for a strategic planning discussion. This section provides a summary of the meeting outcomes and the priority areas of focus that were determined appropriate for action planning.

First, participants were asked to define success for the students attending the Haliwa-Saponi Tribal School. More specifically, "What do your students need to know and be able to do in the complex future that awaits them after they graduate from HSTS?"

Responses included: Students should be:

<ul style="list-style-type: none">• Problem-Solvers• Financial Managers• Advocates• Proactive Leaders• Critical Thinkers• Committed• Responsible• Strong work ethic	<ul style="list-style-type: none">• Collaborators• Technology literate• Global and local minded• Creative• Time managers• Self-disciplined• Able to network• Resilient
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<ul style="list-style-type: none"> • Possess 21st Century Skills • Social graces and communication skills • Not afraid to fail • Open-minded and accepting 	<ul style="list-style-type: none"> • Contributors to the tribe and community • Knowledgeable of the tribal culture • Respectful
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Participants were also asked to evaluate the external context of the school and community. Strengths and weakness are internal to the school, and opportunities and threats are external. The areas that are external to the school are those things that the school often cannot control, but can have an impact on its potential success or failure. The diagnostic assessment revealed the internal factors. The participants, in the strategic planning session, identified the following as the external current and future key opportunities and threats in preparing the HSTS students for college, career and life. Key opportunities and threats include:

<p>Key Opportunities (Current)</p> <ul style="list-style-type: none"> • After school activities (tutorial; basketball) • ImaginED partnership • Utilizing local churches • Health & Human Services • Warren County Teen Court System • State-wide organizations • Retired educators to volunteer • Opportunity to share the positive news 	<p>Key Opportunities (Future)</p> <ul style="list-style-type: none"> • Local churches • Tribal Community Teen Court <ul style="list-style-type: none"> ○ Tied to core values of the tribe ○ Community/ School Teen Court • Mentoring opportunities • Marketing technique to “WOW” the community
<p>Key Threats (Current)</p> <ul style="list-style-type: none"> • Students who are unaware/ uninvolved in the culture • Parental Fault (accountability) • Lack of tribal court system to support the needs of the students and mission of the school • Security • Lack of policies in place to enforce particular rules 	<p>Key Threats (Future)</p> <ul style="list-style-type: none"> • Hurting parents/ lashing out of children • Renewal • Student Turnover (unstable student population) → infrastructure/ student programs • Teacher turnover • Security

The following data captures the specific goals, action statements and needs the participants provided as necessary for the school to ensure student success. The need to identify and implement an aligned core curriculum was frequently mentioned.

1. Design and create policy/procedure/expectations document to plan how to enforce them (who, when, where, how)
2. Full vertically aligned curriculum and aligned materials, textbooks
3. Implementing a curriculum
4. Professional development
5. Strategy for positive parent involvement
6. Marketing with newsletters, website, brochures
7. Charter policies that reflect community concerns
8. Align curriculum to test
9. Market school program to attract student to cultural heritage
10. Infuse Native culture into curriculum and afterschool programs (tribe must help to infuse the cultural values and behaviors into the curriculum)
11. Leadership training and policy development
12. Curriculum development
13. Professional development
14. Marketing-website, cyber plan, professional marketing campaign (external); teachers and students (internal)
15. Community and parental involvement
16. Leadership, board training and policy
17. Curriculum development
18. Marketing strategy
19. Community involvement
20. Student discipline and pride in studying and excelling
21. Curriculum development
22. Professional development on the Common Core State Standards/Assessments
23. Leader training and policy
24. Marketing
25. Parental involvement
26. Vertically aligned curriculum
27. Community partnerships
28. Creative scheduling
29. A vertically aligned full curriculum
30. Community partnerships
31. Teacher and student retention
32. Teacher training
33. Vertically aligned K-12 curriculum, including at least one cross content PBL opportunity per year designed and implemented by 2015-16 school year.
34. Policies and procedures and consequences designed, implemented with fidelity by end of the year
35. CCSS curriculum and aligned resources
36. To develop policies and practices that modernize the HSTS operations
37. Blended curriculum alignment K-12 Common Core infused with the Haliwa-Saponi culture and values instilled throughout
38. Development team to seek and obtain resources for HSTS.
39. Tribal court that deals with student and parent issues
40. New building and infrastructure

41. Clarity of the tribal core values of the Haliwa-Saponi Indian Tribe

Using this data collected during the strategic planning session and input from the school and community participants, four (4) priority areas of focus were identified. The priority areas of focus include: (1) Student Achievement, which includes a specific concentration on core curriculum development; (2) School Improvement Governance and Leadership; (3) Teacher Effectiveness; and (4) Student, Parent and Community Engagement. The following section provides smart goal statements and proposed strategies and activities for each area.

Curriculum and Instruction Strategic Priorities and Roadmap

STUDENT ACHIEVEMENT GOAL STATEMENTS AND ACTION PLAN

Mission: The Haliwa-Saponi Tribal School will provide a high quality education through academics, technology, and community involvement with integration of American Indian culture. Our students will become positive, productive, and independent citizens in an ever-changing global society.

Area of Focus: Student Achievement in Math

Overall Goal: *(What we want to accomplish in 3 years)* As measured by the EOG and EOC Math Test, 85% of students will be considered proficient in the area of math proficiency.

Smart Goal Statements: *(What we want to accomplish by the end of the 2015-16 school year)* As measured by the EOG Math and EOC Tests and CASE Math Assessments,

- 60% of kindergarten students will be considered proficient in the area of math proficiency; at least 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016
- 60% of first grade students will be considered proficient in the area of math proficiency; at least 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016
- 60% of second grade students will be considered proficient in the area of math proficiency; at least 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016
- 60% of third grade students will be considered proficient in the area of math proficiency; at least 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016
- 60% of fourth grade students will be considered proficient in the area of math proficiency; at least 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016
- 40% of fifth grade students will be considered proficient in the area of math proficiency; at least 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016
- 40% of sixth grade students will be considered proficient in the area of math proficiency; no more than 30% will score at Level 1 by the 4th quarter of 2016
- 60% of seventh grade students will be considered proficient in the area of math proficiency; no more than 30% will score at Level 1 by the 4th quarter of 2016
- 40% of eighth grade students will be considered proficient in the area of math proficiency; no more than 30% will score at Level 1 by the 4th quarter of 2016
- 40% of high school students taking Math I will be considered proficient in the area of course proficiency by the 4th quarter of 2016

Recommended Approaches /Strategies: *(What we will do to realize our goal)*

- Implement with fidelity a vertical and horizontal aligned core curriculum (Tier 1) that addresses the North Carolina Course of Study (including the Common Core State Standards in Mathematics) and aligns to state assessments.
- Teachers will use curriculum guides to implement the Common Core State Standards and NC Essential Standards when planning instruction
- Operationalize an instructional improvement and data-driven process for teachers to monitor for continuous improvement in the classroom

Other Measures: *(What we will use to monitor our progress toward reaching our goal).*
Academy of Math, MCLASS (Dibels), Study Island Assessments and NCFE

<p>Mission: The Haliwa-Saponi Tribal School will provide a high quality education through academics, technology, and community involvement with integration of American Indian culture. Our students will become positive, productive, and independent citizens in an ever-changing global society.</p>
<p>Area of Focus: Student Achievement in English and Language Arts (ELA)</p>
<p>Overall Goal: <i>(What we want to accomplish in 3 years)</i> As measured by the EOG Reading and EOC English Tests, 85% of students will be considered proficient in the area of reading proficiency.</p>
<p>Smart Goal Statements: <i>(What we want to accomplish by the end of the 2015-16 school year)</i> As measured by the EOG Reading, EOC Tests and CASE Reading Assessments,</p> <ul style="list-style-type: none"> • 60% of kindergarten students will be considered proficient in the area of reading proficiency; 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 60% of first grade students will be considered proficient in the area of reading proficiency; 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 50% of second grade students will be considered proficient in the area of reading proficiency; 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 60% of third grade students will be considered proficient in the area of reading proficiency; 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 40% of fourth grade students will be considered proficient in the area of reading proficiency; 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 50% of fifth grade students will be considered proficient in the area of reading proficiency; 10% of the students in the grade level will score at Level 5 by the 4th quarter of 2016 • 60% of sixth grade students will be considered proficient in the area of reading proficiency; no more than 30% will score at Level 1 by the 4th quarter of 2016 • 60% of seventh grade students will be considered proficient in the area of reading proficiency; no more than 30% will score at Level 1 by the 4th quarter of 2016 • 40% of eighth grade students will be considered proficient in the area of reading proficiency; no more than 30% will score at Level 1 by the 4th quarter of 2016 • 60% of high school students taking English II will be considered proficient in the area of course proficiency by the 4th quarter of 2016
<p>Recommended Approaches /Strategies: <i>(What we will do to realize our goal)</i></p> <ul style="list-style-type: none"> • Implement with fidelity a vertical and horizontal aligned core curriculum (Tier 1) that addresses the North Carolina Course of Study (including the Common Core State Standards) and aligns to state assessments. • Teachers will use curriculum guides to implement the Common Core State Standards and NC Essential Standards when planning instruction • Operationalize an instructional improvement and data-driven process for teachers to monitor for continuous improvement in the classroom
<p>Other Measures: <i>(What we will use to monitor our progress toward reaching our goal)</i> Academy of Reading, MCLASS (Dibels), Study Island Assessments and NCFE</p>

<p>Mission: The Haliwa-Saponi Tribal School will provide a high quality education through academics, technology, and community involvement with integration of American Indian culture. Our students will become positive, productive, and independent citizens in an ever-changing global society.</p>
<p>Area of Focus: Student Achievement in Science</p>
<p>Overall Goal: <i>(What we want to accomplish in 3 years)</i> As measured by the EOG and EOC Biology Test, 85% of students will be considered proficient in the area of scientific literacy.</p>
<p>Smart Goal Statements: <i>(What we want to accomplish by the end of the 2015-16 school year)</i> As measured by the EOG Science and EOC Biology,</p> <ul style="list-style-type: none"> • 50% of fifth grade students will be considered proficient in the area of math proficiency by the 4th quarter of 2016 • 60% of eighth grade students will be considered proficient in the area of scientific literacy by the 4th quarter of 2016 • 50% of high school students taking Biology will be considered proficient in the area of scientific literacy by the 4th quarter of 2016.
<p>Recommended Approaches /Strategies: <i>(What we will do to realize our goal)</i></p> <ul style="list-style-type: none"> • Implement with fidelity a vertical and horizontal aligned core curriculum (Tier 1) that addresses the North Carolina Essential Standards for Science and aligns to state assessments. • Teachers will use curriculum guides to implement the NC Essential Standards when planning instruction • Operationalize an instructional improvement and data-driven process for teachers to monitor for continuous improvement in the classroom
<p>Other Measures: <i>(What we will use to monitor our progress toward reaching our goal)</i> Science NCFE and CASE Assessments</p>

SCHOOL IMPROVEMENT GOVERNANCE AND LEADERSHIP GOAL STATEMENT AND ACTION PLAN

<p>Mission: The Haliwa-Saponi Tribal School will provide a high quality education through academics, technology, and community involvement with integration of American Indian culture. Our students will become positive, productive, and independent citizens in an ever-changing global society.</p>
<p>Area of Focus: School Improvement Governance and Leadership</p>
<p>Overall Goal: <i>(What we want to accomplish in 3 years)</i> To implement an effective comprehensive continuous improvement program based 100% on research-based best practices of distributed leadership</p>
<p>Smart Goal Statement: <i>(What we want to accomplish by the end of the 2015-16 school year)</i> A formalized structure for continuous improvement monitoring in place with 100% of the school's leaders, administrators and teachers trained to implement with fidelity a distributed leadership model focused on continuous improvement.</p>
<p>Recommended Approaches /Strategies: <i>(What we will do to realize our goal)</i></p> <ul style="list-style-type: none"> • Establish a 5-10 year strategic vision and priorities based on shared responsibility • Establish a governance structure, schedule, protocols and process and for monitoring school improvement • Design and implement a data-driven, continuous improvement model for school improvement ; including training and coaching of school leaders, teachers, board members and stakeholders • Develop an actionable school improvement plan. • Create a resource development team (grants and funding)
<p>Other Measures: <i>(What we will use to monitor our progress toward reaching our goal)</i> Student achievement outcomes, approved policies, school improvement plan, training agendas, schedules and reports</p>

TEACHER EFFECTIVENESS GOAL STATEMENTS AND ACTION PLAN

<p>Mission: The Haliwa-Saponi Tribal School will provide a high quality education through academics, technology, and community involvement with integration of American Indian culture. Our students will become positive, productive, and independent citizens in an ever-changing global society.</p>
<p>Area of Focus: Teacher Effectiveness</p>
<p>Overall Goal: <i>(What we want to accomplish in 3 years)</i> A pool of highly effective teachers with professional/content knowledge and are well skilled in cultural-based instruction, data-driven instructional planning and instruction, differentiated instruction, assessment strategies, technology integration and the Haliwa-Saponi tribal culture and traditions</p>
<p>Smart Goal Statements: <i>(What we want to accomplish by the end of the 2015-16 school year)</i> .</p>
<p>Recommended Approaches /Strategies: <i>(What we will do to realize our goal)</i></p> <ul style="list-style-type: none"> • Incorporate into the school calendar a year-long schedule for teachers' professional development • Develop a professional development plan that aligns to the school improvement goals and teacher needs based on teacher evaluations • Train 100% of teacher on the Common Core State Standards (Math and ELA, shifts, etc.) and NC Essential Standards , new state assessments, higher order questioning techniques and use of aligned and highly engaging instructional practices • Implement Professional Learning Communities that promote formalized collaboration • Implement an orientation and mentoring program for new teachers • Training on tribal culture
<p>Other Measures: <i>(What we will use to monitor our progress toward reaching our goal)</i></p> <p>Teacher evaluation data, professional development plan , professional development schedule, training agendas, PLC documents</p>

STUDENT, PARENT & COMMUNITY ENGAGEMENT

GOAL STATEMENTS AND ACTION PLAN

Mission: The Haliwa-Saponi Tribal School will provide a high quality education through academics, technology, and community involvement with integration of American Indian culture. Our students will become positive, productive, and independent citizens in an ever-changing global society.
Area of Focus: Student, Parent & Community Engagement
Overall Goal: <i>(What we want to accomplish in 3 years)</i> The Haliwa-Saponi Tribal School will be a community-based learning center with highly engaged students, parents and community members.
Smart Goal Statements: <i>(What we want to accomplish by the end of the 2015-16 school year)</i> To increase the number of opportunities for students, parents and the tribal community to actively get involved in the learning process
Recommended Approaches /Strategies: <i>(What we will do to realize our goal)</i> <ul style="list-style-type: none">• Survey students, and provide extra-curricular, service learning and internship options to create student agency and student leadership• Survey parents, and establish a parent involvement policy and communicate expectations for engagement in the learning process; such as school-parent compacts• Establish an tribal elder mentoring and volunteer program• Formalize a direct working relationship with the Haliwa-Saponi Indian Tribe and connections to tribal programs that support youth
Other Measures: <i>(What we will use to monitor our progress toward reaching our goal)</i> Parent and Student Survey results, approved policies and compacts

Grant Funding Opportunities

We have a profound obligation to ensure that all children, including American Indian and Alaska Native students, have the opportunity to receive a 21st century education. . . Tribal leaders, teachers, and parents are best suited to identify and address the needs of their children, and tribal communities deserve to play a greater role in providing American Indian and Alaska Native students with the tools and support they need to be successful in school and beyond.
— Secretary of Education, Arne Duncan⁸⁰

The White House Initiative on American Indian and Alaska Native released the 2014 Native Youth Report that outlines a plan to improve Indian education and strengthen tribal communities. President Obama's budget request includes \$1 billion for American Indian schools next year. The Department of Education, Office of Indian Education is refocusing its grants to support Native students served in public schools. Priorities include:

- Strengthen tribal control of education
- Provide comprehensive, community-based student supports
- Strengthen the integration of Native cultures and languages into school climate and classrooms
- Support highly effective teachers and school leaders
- Promote 21st century technology for tribal education
- Strengthen and expand efforts that target suicide prevention
- Improve community systems of care to better address the behavioral health needs of Native youth

North Carolina lags behind in receiving competitive grants to support Indian education because few schools/districts have applied in the past.

Potential Grant Funding Opportunities for the Haliwa-Saponi Indian Tribe and Haliwa-Saponi Tribal School

Funder	Grant	Description	Requirements/Priorities	Grant Cycle
Office of Indian Education, Department of Education	Native Youth Community Partnership Grants	<p>Builds on existing local policies, programs, practices and service providers and funding sources</p> <p>Focuses on one or more barriers or opportunities with a community-based strategy</p> <p>Designed and implemented in partnership of various entities; school, tribe, school district, other agencies</p>	<p>-Focused on a defined local geographic area</p> <p>-informed by data, which could be a needs assessment conducted within the past 3 years or other data analysis on the:</p> <p>-Greatest barriers, both in and out of school, to the readiness of local Indian students for college and career</p> <p>-Opportunities for the local community to support Indian students</p> <p>- Priority given to "Indian Tribe", "Indian Organization" or "Indian Institution of higher education" that includes in its purpose the promotion of the education of Indians</p>	Application release in late April 2015

W.K. Kellogg Foundation	Community-Based Grants	<p>Investments focused on strategic goals to:</p> <ul style="list-style-type: none"> -increase the number of children who are reading and math proficient by third grade -Increase the number of children born healthy and have sustained care -Increase the number of children and families living above poverty -Increase community and civic engagement -Increase racial equity in high poverty, rural and tribal communities 	Current priority on family engagement and early childhood	Open application cycle
Administration for Children and Families	Social and Economic Development Strategies (SEDS)	Community-based projects under the ANA Social and Economic Development Strategies (SEDS) program. . The focus is on community-driven projects designed to grow local economies, strengthen Native American families, including the preservation of Native American cultures, and decrease the high rate of current challenges caused by	Priority on Native American communities, includes American Indian tribes (federally recognized and non-federally recognized), Native Hawaiians, Alaskan Natives, and Native American Pacific Islanders.	<p>Application post in December 2014</p> <p>Due March 2015</p>

		the lack of community-based businesses, and social and economic infrastructure in Native American communities.		
Federal Communications Division	E-Rate (Schools and Libraries universal service support program)	Funding to help schools and libraries to obtain affordable broadband.	<p>Funding may be requested under two categories of service: category one services to a school or library (telecommunications, telecommunications services and Internet access), and category two services that deliver Internet access within schools and libraries (internal connections, basic maintenance of internal connections, and managed internal broadband services).</p> <p>Priority 2014-15, Robust Wi-Fi networks capable of supporting individualized learning.</p>	Schedule announced by NCDPI

Bibliography

The Curriculum Management Audit: Improving School Quality (1995, Frase, English, Poston).

APPENDICES

Appendix I: Job Descriptions

Job Description – Principal of the Haliwa-Saponi Tribal School (On-Site-based position)

Reports to: Haliwa-Saponi Tribal School Board of Education

Works Directly with: Principal of Operational Compliance and Leadership Team

Members/Program Coordinators.

Contract Terms: 12 months

JOB GOAL: To provide leadership in serving the best interests of students and the School. To lead, guide, and direct members of the administrative, instructional, and support services teams in setting and achieving the highest standards of excellence as it relates to all aspects of the Educational Program and School Mission & Vision.

MINIMUM JOB REQUIREMENTS

- A. NC Principal License
- B. Master's Degree with extensive study in educational administration.
- C. Successful performance in teaching and administrative positions of increasing responsibilities.
- D. Such alternatives to the qualifications listed in B. and C. as the Board may find appropriate and acceptable.

PERFORMANCE RESPONSIBILITIES AND CRITERIA

A. COMMUNICATION

- a. Communicates the Haliwa-Saponi Tribal School Vision, Mission and Belief Standards effectively to all stakeholders, is proactive and uses a variety of means to inform, commend, recommend, thank, inquire, and respond.
- b. Communicates effectively with the Board, staff, students and the community about educational trends, curriculum needs and instructional programs.
- c. Ensures that student progress and school curricula are communicated to parents.

B. SCHOOL IMPROVEMENT

- a. Commitment to supervise and evaluate school programs in the spirit of continuous improvement; understanding of educational practices, research, and national/state/local initiatives; and ability to frame issues for discussion, reach timely decisions, and implement change.
- b. Provides leadership for the development of a systematic plan to provide for continuous school improvement.
- c. Advises the Board of the need for new and revised policies.
- d. Makes administrative decisions necessary for the effective and efficient operations of the schools. Acts on own discretion when emergency action is necessary in matters not covered by Board policy. Reports such emergency actions to the Board and recommends policy for future guidance.
- e. Assists the Board in developing annual and long-range goals for the school system.
- f. Fosters an environment that encourages continuous learning and improvement on the part of school staff.

C. CURRICULUM

- a. Strong commitment to leading the effort to define and deliver an effective, consistent curriculum K-12.

- b. Ensures the educational program complies with Board policies and applicable state and federal laws/regulations.
- c. Recommends to the Board, through the use of appropriate personnel, adoption of courses of study, curriculum, teaching materials, etc.
- d. Models for all school personnel the use of data to make well-informed decisions.
- e. Visits classrooms in order to observe the quality of the educational environment. Attends a reasonable number of student/staff events.

D. SCHOOL ENVIRONMENT

- a. Ensures that policies, procedures and school rules promote a safe, respectful, and healthy school environment.

E. BUDGET & FINANCE

- a. Maintains, directly or through delegation, such personnel records, pupil accounting records, business records and other records as required by law and/or Board policy.
- b. Supervises the preparation and presentation of the annual budget and recommends it to the Board for approval.
- c. Explains clearly the proposed budget, needs and priorities to all stakeholders, apprising the Board of the status of expenditures and receipts on a regular basis.
- d. Ensures financial procedures and accounts are maintained and that audits are performed on an annual basis.
- e. Aligns budgeted funds and human resources to achieve agreed upon strategic goals.

F. PERSONNEL MANAGEMENT & STAFF DEVELOPMENT

- a. Communicates to staff members, directly or through delegation, actions of the Board relating to personnel matters and receives from employees communications to be made to the Board.
- b. Demonstrates the importance of and highly valuing the need for all employees to have the appropriate qualifications and to be offered appropriate staff/professional development, and to have understanding of the importance of the roles each of them should have for themselves.
- c. Develops and implements an effective system of supervision and evaluation for all staff, based on the North Carolina Educator Effectiveness System, Board policies, job descriptions, and appropriate input from administration and staff.
- d. Ensures the methods of teaching, supervision, evaluation and administration in the School reflect current best practices and are consistent with the North Carolina Standard Course of Study.
- e. Acts on student & employee alleged misconduct consistent with Board policy, employment standards and/or the Parent/Student Handbook and reports such actions to the Board as appropriate.
- f. Recommends salary changes or dismissal/non-renewal of administrators and teachers to the Board for final action.
- g. Keeps the Board abreast of staff development priorities, needs, and activities.
- h. Develops and implements a hiring process that complies with applicable state and federal laws and attracts the most qualified candidates.
- i. Recognizes employees for distinguished work and contributions to the School.

- j. Nominates to the Board for employment the most qualified and competent teachers, Administrators, and co-extra curricular personnel.
 - k. Responds appropriately to employee grievances or problems in accordance with applicable Board policies, and/or state/federal laws and regulations.
- G. Performs such other tasks as may be assigned by the Board.

Job Description – Principal of Operational Compliance (Off-Site-based position)

Reports to: Haliwa-Saponi Tribal School Board of Education

Works Directly with: Principal of the Haliwa-Saponi Tribal School and Leadership Team

Members/Program Coordinators

Contract Terms: 36 months

JOB GOAL: To provide leadership in serving the best interests of students and the School. To lead, guide, and direct members of the administrative, instructional, and support services teams in setting and achieving the highest standards of excellence as it relates to all aspects of Operational Compliance.

MINIMUM JOB REQUIREMENTS

- A. NC Principal License
- B. Master's Degree with extensive study in educational administration.
- C. Successful performance in teaching and administrative positions of increasing responsibilities.
- D. Such alternatives to the qualifications listed in B. and C. as the Board may find appropriate and acceptable.

PERFORMANCE RESPONSIBILITIES AND CRITERIA

H. COMMUNICATION

- a. Able to communicate clearly with all stakeholders, both verbally and in writing.
- b. Provides a Monthly Report to the Board on Compliance issues addressed.
- c. Collaborates with the Charter School Principal on a regular basis to provide support, as needed.

I. LEADERSHIP

- a. Able to motivate, lead, guide and direct people. Committed to implementing the Mission, Vision, and Belief Standards of the School.

J. ORGANIZATIONAL MANAGEMENT

- a. Uses a systematic approach to managing and improving the School. Demonstrates excellent organizational skills and principles of strategic planning.

K. CHARTER OVERSIGHT

- a. Understands that the Principal of Operational Compliance is responsible for the oversight of the implementation of the School's Charter and is accountable to the Board. Supports and facilitates the work of the Board. Maintains open communication with the Board.
- b. Provides oversight for the renewal for the Charter of the School.

L. COMPLIANCE

- a. Ensures meetings of administrators, teachers and other staff members are conducted as necessary for the discussion of matters concerning the operational compliance of the School.
- b. Confers as appropriate with Departments at the North Carolina Department of Public Instruction regarding the critical areas of compliance reviewed as part of

the Charter Renewal process and transmits suggestions to the Board and others, as appropriate.

- c. Presents information and recommendations necessary to assist the Board in performing its duties effectively, including the need for policy on particular subjects related to the School's compliance with State, Federal and local policy and mandates.
- d. Files, or causes to be filed, all reports required by state or federal laws/regulations.
- e. Ensures that all policies of the Board are implemented and followed.
- f. Ensures compliance with all laws, regulations and Board policies.

M. STUDENT INFORMATION SYSTEMS OVERSIGHT AND ADMINISTRATION (Years 2 and beyond)

N. FEDERAL GRANTS CURRENTLY BEING COMPLETED BY ACADIA NORTHSTAR (Years 3 and beyond)

O. Performs such other tasks as may be assigned by the Board.

Appendix II: S.A.M.E Survey Questions

SAME Survey

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Consider the following descriptive statements in relation to your current school improvement plan. Using the five-point scale below, circle a number from “1” to “5” that you believe most accurately describes the current status of each characteristic. Be realistic! Do not assess what you would like to see; rather, assess the current status of your school. The more honest you are in your evaluation, the more valuable this information will be for school growth. Base your responses on the behavior of the majority of your staff, not just one or two individuals. Proof includes written policies, procedures, data, school programs, artifacts, etc.

1 I am confident this is not true.	2 I am pretty certain this is not so.	3 I am not sure.	4 I am pretty certain this is so.	5 I am confident that this is so.
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	1	2	3	4	5
The teachers in this school model the behaviors we want to develop in our students.	1	2	3	4	5
The staff models, in the way we treat students, how we expect people to treat one another in this school.	1	2	3	4	5
Faculty and staff treat each other with respect.	1	2	3	4	5
Faculty and staff treat parents with respect.	1	2	3	4	5
We celebrate staff accomplishments related to the school’s mission and goals.	1	2	3	4	5
We recognize special occasions in the lives of individuals on our staff.	1	2	3	4	5
When conflicts arise between staff members, there is a procedure in place to resolve the issue.	1	2	3	4	5
Teachers in this school regularly collaborate to achieve the school’s goals.	1	2	3	4	5
There is a strong sense of community among teachers and staff.	1	2	3	4	5

I like spending time with the people at this school.	1	2	3	4	5
Clear and meaningful standards have been defined for what children need to know and be able to do.	1	2	3	4	5
The curriculum is well articulated from grade to grade, so there are not gaps and not too much repetition.	1	2	3	4	5
When teachers in this school go into their classrooms and close their doors, they're actually teaching the prescribed curriculum.	1	2	3	4	5
Teachers use a variety of instructional strategies that address the needs of our students.	1	2	3	4	5
Teachers analyze the results of classroom and standardized assessments and use them to tailor their instructional methods to the needs of students.	1	2	3	4	5
If a student hasn't mastered the necessary skills, an extra effort- which could include reteaching, review, or tutoring – is launched to fill in the gap before the child moves on.	1	2	3	4	5
Students who are meeting the standards have access to enriched materials and activities that go beyond the standards.	1	2	3	4	5
Student achievement and assessment results are discussed at faculty, department and grade-level meetings.	1	2	3	4	5
Teachers work collaboratively to develop and refine engaging instructional strategies.	1	2	3	4	5
Classroom instruction and assessments are aligned to state content standards and state assessments.	1	2	3	4	5
Teachers in this school believe that it is possible for all subgroups to make Adequate Yearly Progress (AYP).	1	2	3	4	5
Teachers recognize that, regardless of their backgrounds, children can achieve at high levels.	1	2	3	4	5
Teachers in this school take responsibility when children experience academic failure.	1	2	3	4	5
Teachers welcome new projects and initiatives designed to raise student achievement.	1	2	3	4	5
If a child fails to master the material, the conclusion is that the child needs to be taught in a more effective way rather than simply blaming the child or parents.	1	2	3	4	5

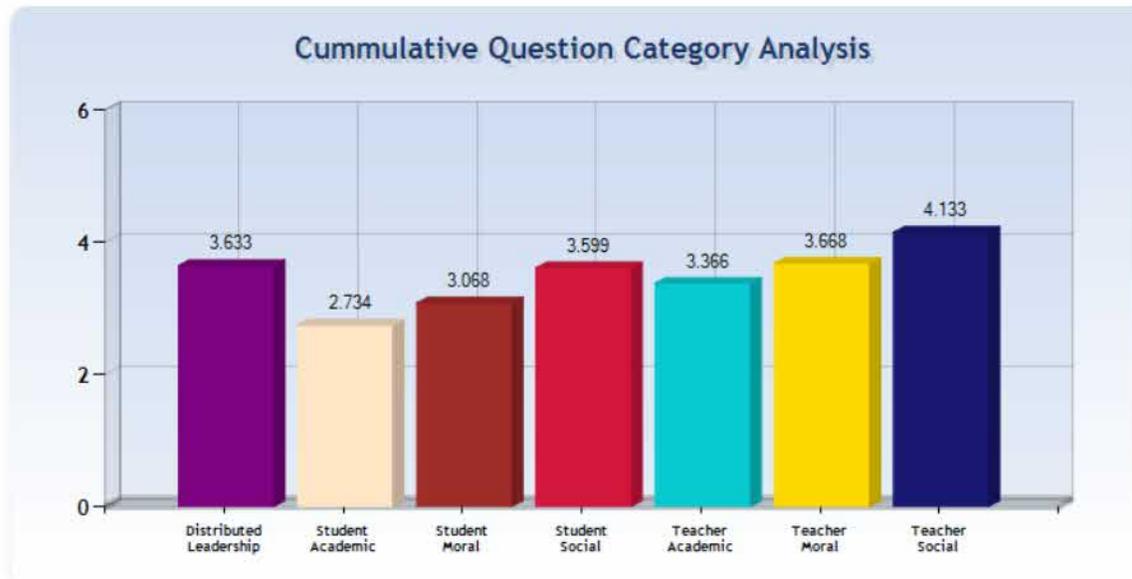
We have programs in place that teach students to accept responsibility and we require that they do.	1	2	3	4	5
Values and beliefs related to school climate are discussed during faculty meetings.	1	2	3	4	5
Teachers function as a team at this school, not as separate individuals.	1	2	3	4	5
Teachers have a sense of responsibility for the performance of all the school's children, not just the students they teach.	1	2	3	4	5
Teachers are proud to say they teach at this school.	1	2	3	4	5
Students are specifically taught to solve problems and conflicts in ways that don't resort to either violence or demeaning others.	1	2	3	4	5
Students are respectful of each other.	1	2	3	4	5
Students are respectful of teachers and other staff.	1	2	3	4	5
Student misbehavior does not interfere with education in this school.	1	2	3	4	5
Acceptable behaviors have been clearly defined, discussed and demonstrated for students.	1	2	3	4	5
Students are aware of the consequences of misbehavior.	1	2	3	4	5
There is a sense of calm and order among students in this school.	1	2	3	4	5
Students sense that they are safe and cared for in this school.	1	2	3	4	5
Fights and arguments among students are rare.	1	2	3	4	5
If you asked our students who or what they belong to, this school would be near the top of the list.	1	2	3	4	5
Students in this school set achievement goals.	1	2	3	4	5
Students in our school complete homework and other assignments.	1	2	3	4	5
Students are organized and prepared for class daily.	1	2	3	4	5

Students are prepared for success on state assessments.	1	2	3	4	5
Students are able to explain test-taking strategies.	1	2	3	4	5
Our students are critical thinkers.	1	2	3	4	5
Students in our school participate in class by taking notes and asking good questions.	1	2	3	4	5
Students have the academic skills necessary for success at the next grade level.	1	2	3	4	5
Students celebrate and applaud academic excellence.	1	2	3	4	5
Students clearly see the connection between success in school and success in life.	1	2	3	4	5
The work ethic among students in this school is very high.	1	2	3	4	5
In this school, the standards for behavior of students are as clearly defined as the standards for academic performance.	1	2	3	4	5
Character development is a daily focus in our school.	1	2	3	4	5
Students in our school take responsibility for their own actions.	1	2	3	4	5
Good grades matter to students in our school.	1	2	3	4	5
Peer pressure is positive in our school.	1	2	3	4	5
Students look forward to coming to school each day.	1	2	3	4	5
Students encourage each other to do the right thing.	1	2	3	4	5
Performance on state assessments is important to our students.	1	2	3	4	5
Students have professional goals and aspirations beyond entertainment and sports.	1	2	3	4	5
Teachers feel like their opinions are welcomed, respected and listened to.	1	2	3	4	5

This is a place a staff member can feel safe asking questions and talking about the truth, even when it is uncomfortable.	1	2	3	4	5
Parents and teachers work well together.	1	2	3	4	5
Parents and members of the community have an active role in our school.	1	2	3	4	5
Member of the entire school community are involved in the school improvement planning process.	1	2	3	4	5
Our school improvement plan is an active, viable document.	1	2	3	4	5
School goals developed collaboratively.	1	2	3	4	5
We have a specific system for mentoring new teachers.	1	2	3	4	5
Our community is solidly behind us.	1	2	3	4	5
We do a good job of communicating with parents.	1	2	3	4	5

Appendix III: Summary of Survey Responses

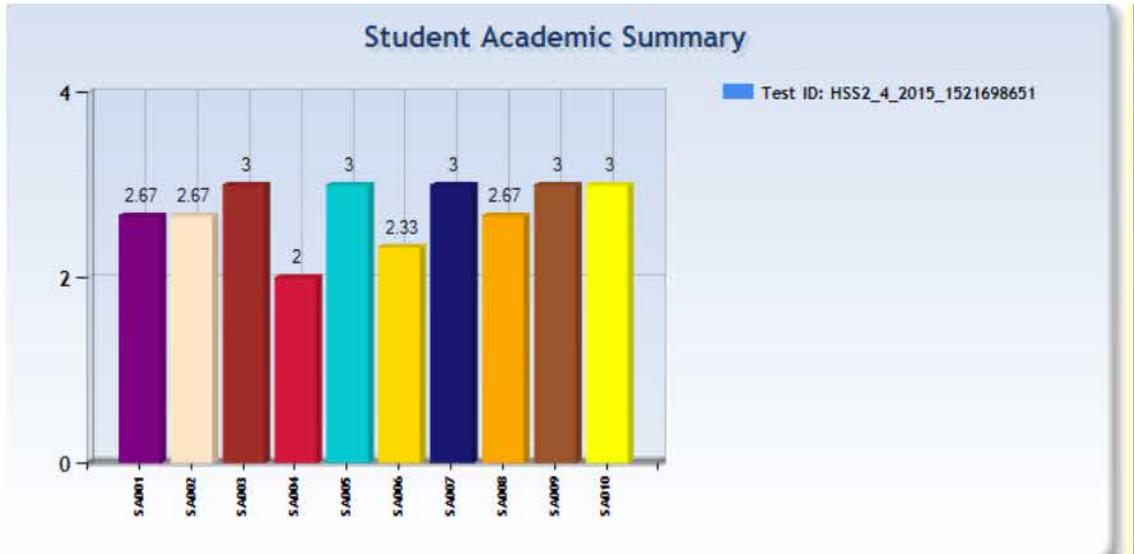
Cummulative Question Category Analysis



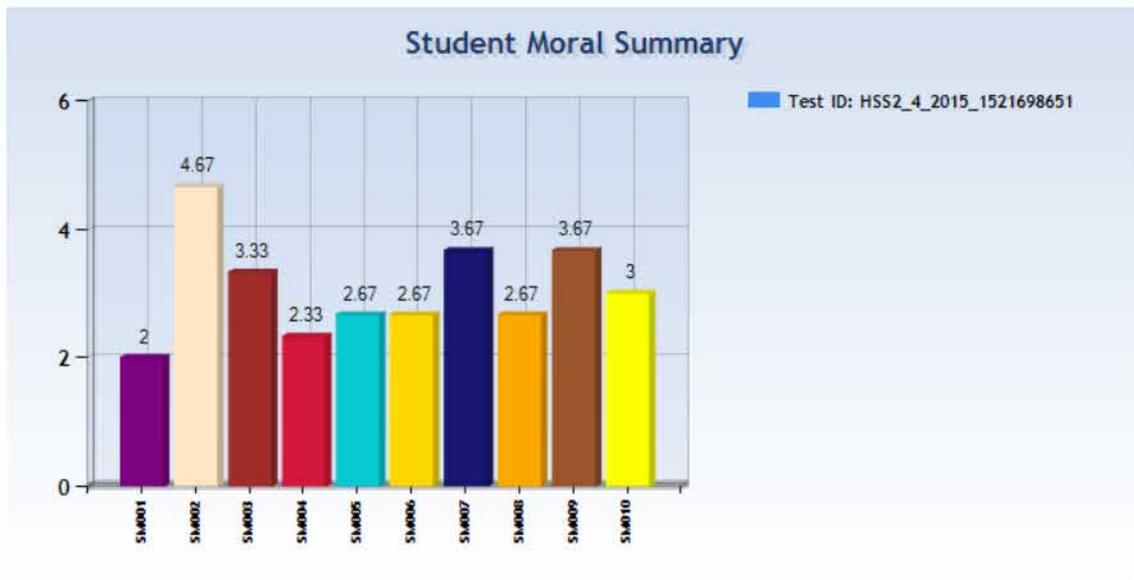
Distributive Leadership



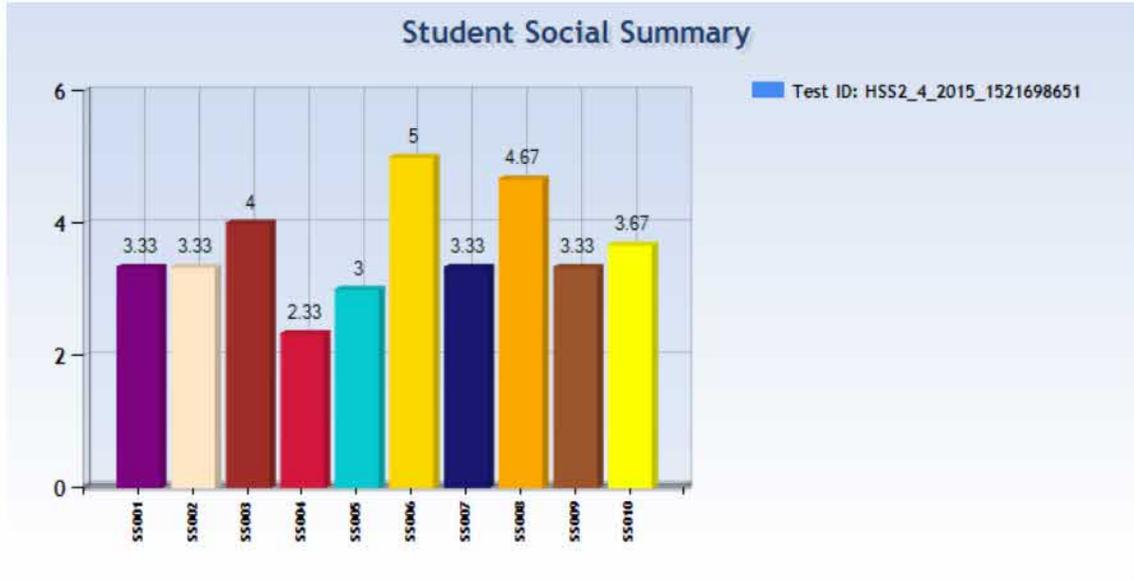
Student Academic



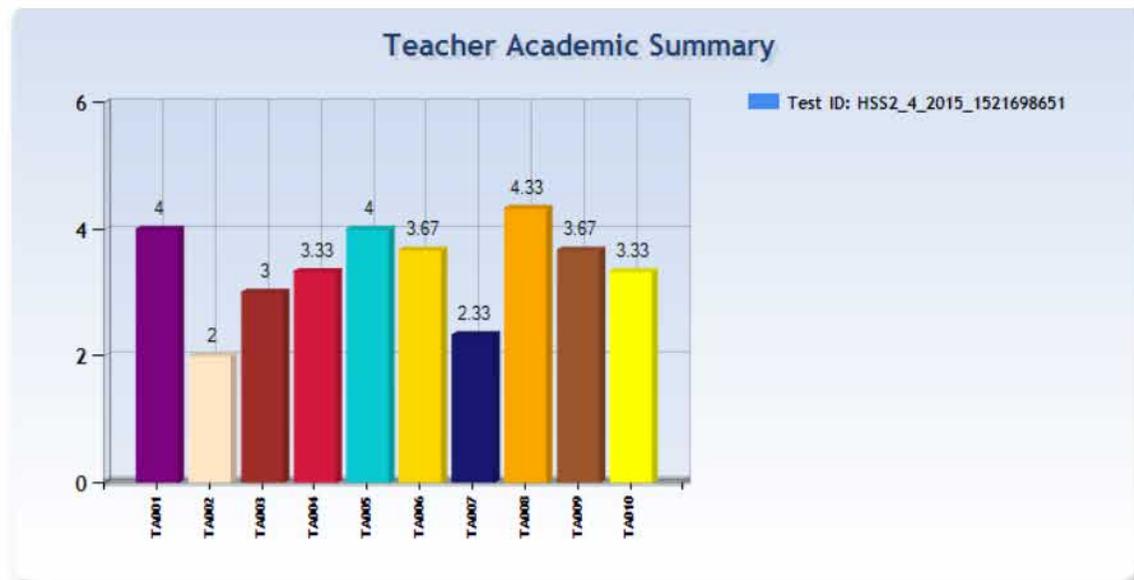
Student Moral



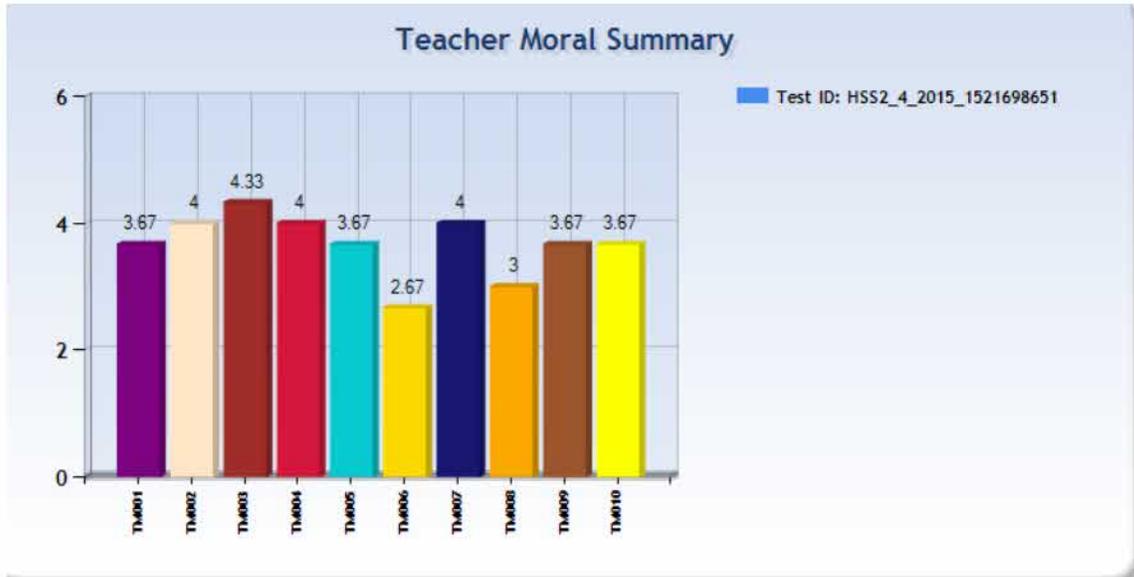
Student Social



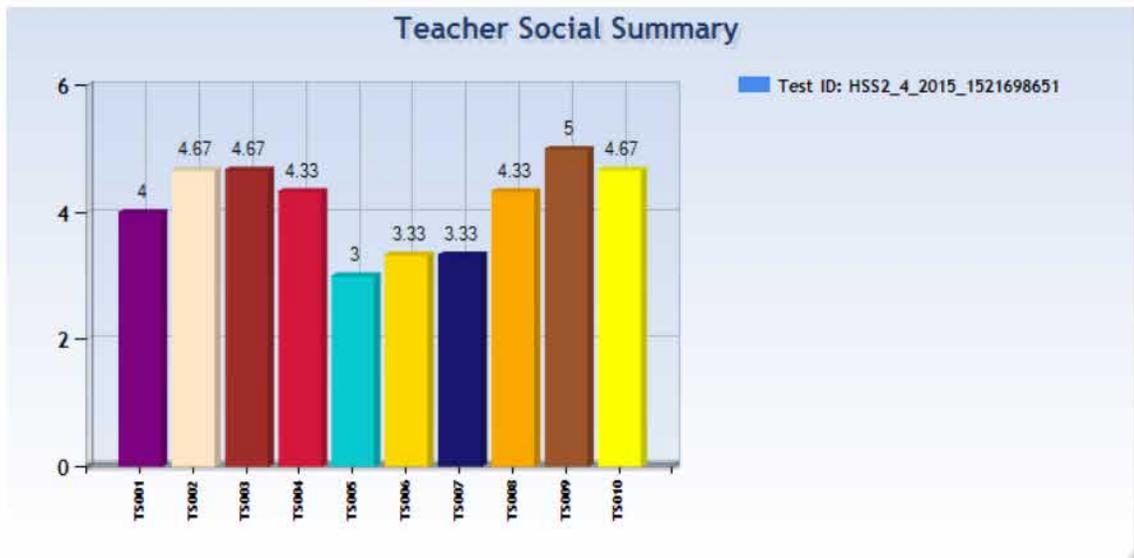
Teacher Academic



Teacher Moral



Teacher Social



(b)(6)

Academic Background

Doctor of Philosophy (Ph.D.) in Curriculum, Instruction, and Counselor Education
Course Concentration—Psychology and Development of Worldview
Dissertation- Ordinary People: Untucking Oral Teachings, Traditions, and Stories of Southeastern Indians
North Carolina State University May 2002

Interdisciplinary Studies in Adult and Community College Education,
Educational Leadership and Higher Education December 1995
North Carolina State University

Certification in Educational Administration and Supervision
Professional Specialization: Kindergarten -12th grades June 1989
Pembroke State University

Master of Education (M.Ed.) in Guidance and Counseling
Professional Specialization: Kindergarten – 12th grades School Counseling July 1984
Campbell University

Bachelor of Science (B.S.) in Elementary Education
Professional Specialization: Kindergarten – 6th grades May 1983
Pembroke State University

Licenses, Certifications, and Professional Service

National Certified Counselor (NCC) Certificate - 67969
North Carolina Licensed Professional Counselor (NCLPC) License - 3607
North Carolina Licensed Professional Counselor Supervisor License -S3607
American Association of Christian Counselors
Community in Schools Advisory Board
State Advisory Council on Indian Education
UNCP FATE-First Americans' Teacher Education Advisory Board
North Carolina Association for Educators
UNCP Social Work Advisory Board
North Carolina School Counselors Association
American Counseling Association
AdvancED School Leader Evaluator (Systems Accreditation)
Member of the Alpha Pi Omega Sorority, Inc. – Oldest Native Greek Letter Organization

Professional Profile

Educational Consultant ~ Adjunct Professor

July 2014 – Current

Liberty University, Lynchburg Virginia (online)

- Ethical and Legal Issues (COUN 501)
- Counseling Adolescents and Their Families (COUN 620)
- Human Growth and Development (COUN 502)

University of North Carolina at Pembroke

- School Counseling Internship (field placement supervision - face-to-face and hybrid) – (CNS 6130)

Intertribal Talking Circle for the Prevention of Substance Abuse (Florida Atlantic University)

-Intertribal Talking Circle Facilitator

- Community-based participatory research -Choctaw (Oklahoma), Ojibwe (Minnesota), Lumbee (North Carolina)

Collaborative Institutional Training Initiative (CITI Program) – NIH Funded Research

- University of Washington – Indigenous Wellness Research Institute
- Ethics Training for Health in Indigenous Communities
- Trained to determine culturally relevant research ethics for American Indians and Alaskan Natives

Public Schools of Robeson County Director for Student Services

2002-July 2014 (Retired)

Responsibilities

Supervision

- 60 School Counselors
- 26 School Social Workers
- 2 Full-time teachers—Homebound Program
- 2 Response to Instruction Curriculum Specialists~RtI Coaches

Power School

Lead Collaboration

- Reports and Attendance
- Registration
- GEAR UP- College Readiness

Service Delivery Models—Initiatives

- Design programs for Academic Development, Dropout Prevention and Intervention
- Enrichment and Remediation—K-12
- Keeping Kids in School (KKIS)
- Freshman Seminar – Career Choices Curriculum, Career Cruising, Course Planner
- Method Test Prep –SAT, ACT, Study Skills for 8th -12th graders (Advising)
- Responsiveness to Instruction (Problem-Solving Model)—ezRtI
- Contract with Crisis Mobile Units (Affective Domain)-Partnering with Community Care NC
- Authorization for Consent and Disclose Protected Information Development
- Request for Proposals Development
- Collaboration and Partnerships ~ Educators ~Agencies~Stakeholders
- Develop and nurture partnering relationships internally and externally

National and Community Involvement and Conflict Resolution
Office of Civil Rights—Washington, DC –Work to rectify complaints against the school system
(Assistant Superintendent and School Board Attorney)
Partner with parents, students, community members

Write and Coordinate Rural and Low Income School Grant (1,000,000.00)

Response to Instruction ~ Low Performing Schools

Staff Development and Consultation

Professional Learning Communities –Planning and Analysis through Academic Year

Collect and evaluate program data

► **Consultant Work**

- Contracted by Administration for Children and Families (U.S. Department of Health and Human Services) to Review Grants—Tribal Maternal, Infant, and Early Childhood Home Visiting Grant (Administration for Native Americans) –Washington, DC
August 2012
- Contracted by NC Department of Public Instruction to write a synthesis concerning Academic Intelligence and Giftedness in American Indian Students. NC Department of Public Instruction.
July 2011.
- Contracted by UNCP (SOE) to write a professional development (CFDA 84.299B) application for grant. Received Grant (1,000,000) to increase the number of qualified Indian individuals in professions that serve Indian people. (FATE-UNCP) March 2005

Higher Education Teaching and Experience

Liberty University (Online)~ Center for Counseling and Family Studies 2014-Current

► Adjunct Faculty –Multiple Courses

COUN 501-Professional and Ethical Issues

COUN 620-Counseling Adolescents and Their Behaviors

COUN 502-Human Growth and Development

The University of North Carolina at Pembroke ~ School of Education 2002- Current

Adjunct Faculty

► Adjunct Faculty—Multiple Courses—Face-to-Face and Online (Blackboard)

CNS 6130-School Counseling Internship (Spring 2015)

CNS 5800- Multicultural and Social Justice (Fall 2012)

MHC 5000- Professional and Ethical Issues (Fall 2010)

SCN 5000-The Professional School Counselor (Fall 2009)

EDN 566-Applied Educational Research

EDN 550-Applied Educational Psychology

EDN 553-Development, Education, and Learning

EDN 532-Culture, Communication, and Learning

EDN 310-Developmental Psychology-Birth to Young Adulthood

EDN 307-Middle Childhood Development

Robeson County Community College

Psychology 244-Child Development I

University of North Carolina at Pembroke

2000-2002

School of Education

- First Americans Teacher Education (FATE) Coordinator

Responsibilities

- Design and coordinate FATE program
- Establish educational pipeline to increase the number of qualified American Indian teachers
- Plan professional developmental activities—School of Education students
- Maintain and balance budget for program
- Develop database to monitor students
- Assist FATE participants and School of Education students with advising and registration
- Consult and collaborate with School of Education faculty
- Plan, design, and coordinate conference:
Rediscovering the Collective Strength of the Circle: A Conference on Integrative Approaches to Student Success

University of North Carolina at Pembroke 1998-2000

- Student Support Services Counselor (TRIO)

Responsibilities

- Effectively provide academic and support services for first generation and minority students
- Provide individual and group counseling/academic and personal
- Organize career counseling sessions
- Advise and register freshman students
- Collaborate and work as team player in design of program and proposal writing projects
- Provide consultation and services to the Office of Advisement and Retention

- American Disabilities Coordinator (UNC Pembroke) 1998-2000

Responsibilities

- Advocate for students with disabilities for equitable and unbiased education
- Interact and network with university faculty, staff, and external agencies for reasonable accommodations
- Liaison among students, faculty, staff, and administration

Public Schools of Robeson County 1985-1998

- School Counselor

Public Schools of Robeson County 1982-1985

- Classroom Teacher

Professional Service ~Presentations

Get Focused...Stay Focused Conference 2015 – Presentations for School Administrators and District Personnel~Santa Barbara, California, Santa Barbara City College ~ January 8-9, 2015

NC Women’s Summit, Connecting Communities, Creating Change – Served on Panel for Education ~ The Talley Center at NC State University ~ September 2014

Women Advance NC Redefining Robeson County –Served on Panel for Education ~ComTech Regional Center~July 2014

Response to Instruction (RtI) Practices –Matching Teaching to Learning to Provide Every Indigenous Student the Opportunity for Academic Success ~World Indigenous Peoples Conference on Education Honolulu Hawaii ~ May 2014

Community Meeting National Advancement Association for Colored People ~ Concerns in Public Education and Black Students- Lumberton, NC August 2012
Building Practices for Live Sustainment: Toolkit for Students

2012 National Forum on Dropout Prevention for Native and Tribal Communities, Phoenix, AZ April 2012

Internalizing Strengths of Your People: Building Practices for Life Sustainment Native Access Info: Toolkit
2011 National Indian Education Association Albuquerque, New Mexico October 2011.
Community Advisory Board Native Student Issues in the Schools ~Lumbee Rite of Passage~ Wake Forest University July 2011

It's All About Growing Strong Native School Communities. National Indian Education Association San Diego, California October 2010.

How Full Is Your Bucket~ Psychological Warfare and the Grand Weaver PSRC Administrators Pinehurst, NC August 2010

Introducing Evidence-Based Dropout Data and Analyzing Implemented Promising Practices: Minority and First Generation Education: Challenges and Opportunities. Leadership NC Class XVII. Pinehurst, NC December 2009

Overview of Native Students and Academics. American Indian Women Conference, Pembroke, NC November 2008

Discovering Personality. Student Services. UNC-Chapel Hill. Chapel Hill, NC July 2008

Panel Member for Closing the Gap. Koury Center. Greensboro, NC April 2008

Are We 'Minding' Our Children? Academics and American Indian Students in NC UNCP, Pembroke, NC February 2008

Panel Member for Z. Reynolds Foundation. UNC-Pembroke. Pembroke, NC February 2008

PSRC Graduation Rates: Action Plan for Successful Outcomes National Indian Education Association Honolulu, Hawaii. October 2007

Navigating Through Black Water: A Successful NCLB Framework for American Indian Students Koury Center Greensboro, NC March 2007

Moving Mountains: A Successful NCLB Framework for American Indian Students. Anchorage, Alaska October 2006.

Public School Education and American Indians—Connecting Two Worlds. NC Humanities Council Pembroke October 2005

Growing into a Diverse NCLB School: PSRC Schools and Multiple Subgroups. School Principals Retreat
June 2005.

Effective Strategies that Moved the Mountain. National Indian Education and U.S Department of Education.
Santa Ana Pueblo, New Mexico. April 2005

A Decision-Making Model for American Indians. National Indian Education
Phoenix, Arizona October 2004

The Bicultural Model for American Indians ~ Closing the Gap~ Greensboro, NC March 2004.

WORK EXPERIENCE

HALIWA-SAPONI INDIAN TRIBE

5/02- 02/10 // 02/13 - Present

Tribal Administrator, Haliwa-Saponi Indian Tribe

Responsible for all day-to-day operations and programs of the Haliwa-Saponi Indian Tribe. Represented the tribal government on tribal, local, county, state and national boards and organizations including 4 terms on National Congress of American Indians Executive committee 2 terms as regional vice- president for the Southeast.

6/00-5-02

Housing Director, Tribal Housing Hollister, NC

Responsible for the overall efforts of the Haliwa-Saponi Indian Tribe to bring about decent, safe, affordable housing, economic development activities and opportunities for the tribe. Coordinated annual budgets and tribal fundraising activities, including grant writing program review as well new project development. These activities also included the renovation and opening the state tribal own Charter School, which now employs over 35 tribal citizens.

HALIWA-SAPONI INDIAN TRIBE

10/98-6/00

Facilities Coordinator, Tribal Housing Hollister, NC

Responsible for the overall rehabilitation, construction, maintenance of all Haliwa - Saponi Tribal property. Duties rent and mortgage collection, executing all leases, mortgages and construction contracts, and providing monthly reports to director

METROLINA NATIVE AMERICAN ASSOCIATION

Director, 3/95 – 6/97

Charlotte, NC

Directs the administration of all Association activities: monitors programs goals and objectives. Responsible for the development and implementation of annual and comprehensive plans as well as responsible for the financial and personnel management of the Association. Furthermore, the responsibilities of the director include proposal writing, contact with funding agencies, and fundraising in other areas. The director also serves as a spokesperson and liaison between the Association and the greater community on the local, state and federal level, maintenance of auto, all equipment and minor repairs to facility.

SELF EMPLOYED ARTIST/CONSULTANT

Artist/Consultant, 7/75 – Present

Coordinated arts and crafts demonstrations and educational workshops for a variety of organizations. Resident Artists Wake County Arts Council, South Carolina Arts Council and Columbia City Arts Council. Consulted various organizations, companies, and educational institutions on culturally sensitive issues. Owner Operator of Home Improvement and custom woodworking , custom fixtures and cabinetry.

Certifications

QUAN TECH - Lead-Based Training, March 2001

HUD Environmental Assessment Certification

Community Revitalization Training Center

Rehabilitation Construction Management

Codes and Standards in Housing Rehabilitation,

Managing New Construction

References upon Request

Trina R. Lynch



Objective

To obtain a challenging position with a growing organization that will provide opportunities for personal and professional growth.

Skills

- ❖ Keyboarding-45 wpm
- ❖ Electronic Calculator
- ❖ Microsoft Works
- ❖ Microsoft Word/Excel
- ❖ Multi-Line Telephone
- ❖ Data Entry
- ❖ Various Electronic Databases in support of State and Federal Grants

Work History

2013-Present- Financial Officer, Haliwa-Saponi Indian Tribe, Inc.

Prepare bi-monthly payroll for a minimum of 25 employees, maintain monthly budgets for Federal and State Programs, code and process invoices monthly, maintain Petty Cash, prepare and process quarterly report for Federal and State programs, process Bank Deposits, maintain Homebuyer and Rental Property payment Spreadsheets, monthly, prepare and File Drawdown vouchers for Federal Programs, prepare for annual Audit, and provide assistance to CPA and CPA staff during audit

2000-2013- Administrative Assistant, Haliwa-Saponi Indian Tribe, Inc.

Prepare files for Facilities Coordinator, receipt money, help keep up with rental property and house payments, and assist financial officer when needed.

1994-2000- Roanoke Amaranth Community Health Group Hospital, Billing/Tracking, Jackson, NC

Gather hospital information, filing, and keying computer data.

1990-1994- OB/GYN Associates of Roanoke Amaranth Community Health Group, Office/Receptionist, Jackson, NC

All receptionist duties, filing, record recording, and keying computer data.

1989-1990- Hedgepeth & Associates, Secretary/Receptionist, Rocky Mount, NC

All secretarial and receptionist duties, typing, filing, record recording, and some keying of computer data.

Education

1986-1988- Accounting, Nash Community College

1986- High School Diploma, Northwest High School

References

Available upon request.

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OBJECTIVE

To partner and provide leadership, strategic guidance and support to organizations engaged in the development of learning systems and education innovation that value diversity, high quality education and improved learning opportunities and outcomes for indigenous and underserved children and youth.

EXECUTIVE PROFILE

Priscilla is the founding principal of imaginED Partners, an American Indian owned educational leadership and design group. imaginED Partners serves as a catalyst in transforming education and the economic future of indigenous and underserved youth. Priscilla's mission is to help communities and organizations leverage new knowledge and technologies to design and implement culturally responsive learning models, systems and supports that better serve children. In her work, she has successfully partnered with community and school leaders, tribes and tribal organizations, government agencies, colleges and universities, nonprofits and foundations. Priscilla is recognized nationally for her broad knowledge base and progressive leadership in various education initiatives and reforms spanning from early childhood through higher education. She has significant experience working with diverse communities, fostering collaboration, and a strong business acumen and demonstrated understanding of learning organizations and the quality supports required to advance student outcomes and increase organizational effectiveness.

PROFESSIONAL CAREER PROGRESSION

LEADERSHIP AND ADMINISTRATION

FOUNDER AND LEAD PRINCIPAL. imaginED Partners, LLC, March 2014- Present

- Provide education consulting services, training and technical assistance supporting schools, tribal communities and organizations, government agencies, nonprofits and foundations

EXECUTIVE VICE PRESIDENT. SHARED LEARNING SYSTEMS & LEADERSHIP DEVELOPMENT. Center for Educational Leadership & Technology, August 2011-March 2014

- Managed a portfolio of leadership development and strategic management projects
- Managed a consortium of 9 state education agencies and supported the work of the Shared Learning Collaborative funded by the Bill & Melinda Gates Foundation and Carnegie Foundation of New York
- Partnered with the Reform Support Network (RSN) to provide technical assistance to the Race to the Top states and published guidance documents

REGIONAL LEAD. North Carolina Department of Public Instruction, October 2008-August 2011

- Operationalized statewide regional roundtables and managed teams that supported school leaders in lowest-performing districts and schools
- Analyzed impact of initiatives and trends, monitored progress and supported implementation of local Race to the Top detailed scopes of work including implementation of the new teachers' and school leaders' evaluation and the implementation of common core state standards
 - Highlights:
 - Reduced the number of low performing schools from nine to two, within one region, in two years

STATE LEAD, STATE ADVISORY COUNCIL FOR INDIAN EDUCATION. North Carolina State Board of Education, July 1998-October 2010

- Developed the state's Indian education strategic plan, led policy and program reform initiatives, managed state and tribal partnerships and a consortium of Title VII Indian Education Directors
 - Highlights:
 - One of the first states in the nation to report American Indian specific student performance data; annual report promoted nationally by OIE as a model
 - State curriculum standards inclusive of the state's tribal cultures approved
 - Launched a web-based professional development institute on the state's tribes and an online instructional resources library for teachers
 - Kituwah Preservation and Education Program, a dual language immersion, birth to grade 5, program by a state tribe launched

EXECUTIVE DIRECTOR. Agency Operations and Information Management, North Carolina Department of Public Instruction. October 2003-October 2008

- Directed the agency's data management, strategic planning and performance management efforts
- Oversaw the Department's communications and led a staff of >20 responsible for media relations, public information and marketing, the public website and web-based resources, graphic design, printing and duplicating and publication sales
 - Highlights:
 - Launched the NCLB State Report Card
 - Secured federal grant (\$6 million) to create a longitudinal data system
 - North Carolina recognized as a top performing state in data quality improvements by DQC

SENIOR ADVISOR TO THE STATE SUPERINTENDENT. Office of the State Superintendent. July 1998-October 2003

- Served as senior advisor to the state superintendent and led special projects
 - Highlights:
 - New state early education governance structure
 - More at Four Pre-K pilot program created
 - Center for Afterschool Programs launched; quality standards established

EDUCATION CONSULTANT. North Carolina Department of Public Instruction, Exceptional Children Division. January 1995-July 1998

- Administered North Carolina's State Advisory Council on Educational Services for Exceptional Children
- Administered the state complaint management and due process hearing and appeals system in accordance with Part B of the Individuals with Disabilities Education Act (IDEA) and led parent support initiatives

UNIVERSITY TEACHING

ADJUNCT. FACULTY. University of North Carolina at Chapel Hill, School of Education, Educational Leadership, January 2014-Present

ADJUNCT. FACULTY. University of North Carolina at Pembroke, School of Education, Special Education, May 2001-December 2005

EXPERIENCE AS A PRACTITIONER

DISTRICT ADMINISTRATOR. Public Schools of Robeson County, Supervisor for Special Education Services

PRINCIPAL. Bryan Learning Center and Preschool Program for Children with Disabilities, Public Schools of Robeson County

EDUCATION

University of North Carolina at Chapel Hill, Chapel Hill, NC
Doctorate of Education: Educational Leadership (2011)

University of North Carolina at Pembroke, Pembroke, NC
Masters of Arts Certification: Educational Administration and Supervision (1994)

Fayetteville State University, Fayetteville, NC
Masters of Arts: Special Education (1989)

Pembroke State University, Pembroke, NC
Bachelor of Science: Special Education (1985)

CERTIFICATIONS

North Carolina: Superintendency, School Administrator (Grades K-12), Exceptional Children Program Administrator (K-12), Mentally Handicapped (K-12), Specific Learning Disabilities (K-12), Preschool Handicapped and Teacher Mentor

CURRENT BOARDS AND COMMUNITY SERVICE

Board Member and Secretary, Strategic Leadership by Design
Advisory Board Member, UNC American Indian Center
Board Member, UNC Advisory Committee on Racial and Ethnic Diversity
Board Member, American Indian Center, UNC-Chapel Hill
Board Member and Vice Chair, Charter School, Pine Springs Preparatory
Board Member, NC State Employees' Credit Union, Holly Springs Branch

FELLOWSHIPS AND HONORS

Barbara Jackson Scholar, University Council for Education Administration, 2007-10
William C. Friday Fellow, Wildacres Leadership Initiative, Class of 2001-03
President's Recognition of Leadership, National Indian Education Association, 2003
Education Policy Fellow, Institute for Educational Leadership, 1998-99
Young Executive Fellow, NC Citizens for Business and Industry, 1999-2003

PUBLICATIONS

Brownyn, F., Maynor, P., White, N., English, F., and Ehrich, L. (2013). International Handbook of Educational Leadership and Social [In]justice, Volume II., *Living with the legacy of conquest and culture: Social justice leadership for the Indigenous peoples of Australia and America*, Chapter 33, Springer Publishing.

Maynor, P. (2011). *Bourdieu's Habitus and the Educational Achievement of North Carolina's American Indian Students: An Empirical Investigation*. Doctoral Dissertation, University of North Carolina at Chapel Hill.

PRESENT AND PAST AFFILIATIONS

- National Indian Education Association (NIEA)
- University Council for Education Administration (UCEA)
- American Educational Research Association (AERA)
- State Advisory Council on Indian Education (SACIE)
- NC Interagency Council for Early Intervention, Member
- Education Committee; NC Commission of Indian Affairs, Member

- BMGF Technology Partnerships Network, Member
- Data Quality Campaign (DQC), Advisory Board Member,
- Emerging Issues Forum; Higher Education Taskforce, Member
- Education Information Management Advisory Consortium, CCSO, State Lead
- Decision Support Architecture Consortium (DSAC), CCSO, State Lead
- National Indian Education Association Convention, NIEA 2003 Planning Committee
- Executive Committee for GEARUP NC; UNC General Administration, Member
- Governor's Council on Hispanic and Latino Affairs, Member
- NC Leadership Council for Healthy Schools, Member
- Governor's Crime Commission, Member
- State Advisory Council on Juvenile Justice and Delinquency Prevention, Member

RESUME

Brucie Ogletree Richardson, EdD

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CAREER OBJECTIVE: To further improve educational opportunities for Indian students in North Carolina.

EDUCATION:

Nash Technical College
Rocky Mount, NC
AGE Degree, May 1984

North Carolina Wesleyan College
Rocky Mount, NC
Bachelor of Science Degree, May 1986

North Carolina Central University
Durham, NC
Master's Degree in Educational
Administration, May 1989

North Carolina State University
Raleigh, NC
Certificate/Supervision, December 1990

East Carolina University
Greenville, NC
Educational Specialist Degree, August 1991

NOVA Southeastern University
Fort Lauderdale, FL
Doctor of Education Degree, March 1999

WORK EXPERIENCE:

August 2013-Present
NC Department of Public Instruction
State Advisory Council on Indian Ed
Liaison

July 2005- June 2006
Haliwa -Saponi Tribal School
Hollister, NC
Administrative Consultant

June 2000 - June 2005
Haliwa-Saponi Tribal School
Hollister, NC
School Administrator

June 2000- August 2000
North Carolina Wesleyan College
Rocky Mount, NC
Instructor

January 2000- June 2000
US Census Bureau
Greenville West Office
Greenville, NC
Recruiting Assistant

August 1999 - October 1999
Haliwa-Saponi Tribe, Inc.
Hollister, NC
Consultant, Proposal Writer

February 1998 - June 1999
Warren County Schools
Warrenton, NC
Preschool Coordinator

July 1996- February 1998
Warren County Schools
Warrenton, NC
Elementary School Asst. Principal

October 1991 - June 1996
Warren County Schools
Warrenton, NC
High School Assistant Principal &
Part-time Title V Indian Education
Director

June 1993 - July 1998
Warren County Schools
Warrenton, NC
Summer School Principal

October 1989 - June 1991

Warren County Schools
Warrenton, NC
Preschool Coordinator & Title V Indian
Education Director

August 1986 - October 1991
Warren County Schools
Teacher & Part-time Title V Indian Education
Coordinator/Director

August 1984 - June 1985
Nash Community College
Rocky Mount, NC
Part-time Tutor - AGE Degree Program

September 1974- July 1986
Warren County Schools
Warrenton, NC
Indian Education Home-School Coordinator

September 1974 - February 1975
Vance-Granville Community College
Henderson, NC
Part-time Extension Area Supervisor

September 1974 - February 1975
North Carolina Commission of Indian
Affairs, Raleigh, NC
Part-time Counselor - Halifax and Warren
County Schools

July 1970 - December 1973
Franklin-Vance-Warren Opp. Inc.
Henderson, NC
Supervisor/Coordinator

January 1967 - May 1968
Haliwa Indian School
Warren County Schools
Warrenton, NC
Teacher

February 1964 - May 1966
Haliwa Indian School

Warren County Schools
Warrenton, NC
Librarian, K-12

August 1963 - February 1964
Haliwa Indian School
Warren County Schools
Warrenton, NC
Substitute Teacher

CLUBS AND ORGANIZATIONS:

1997 - 2000
Member - North Carolina Indian Education
Advisory Council
North Carolina Department of Public
Instruction
Raleigh, NC

Member - Scholarship Committee,
Women on Missions,
Co-Chair 50th Anniversary Committee
Mount Bethel Indian Baptist Church
Warrenton, NC

Chief-Haliwa-Saponi Indian Tribe
Hollister, NC

MICHELLE VARIAN

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SCHOOL ADMINISTRATOR (PRINCIPAL)

Accomplished educational professional, with 7 years of experience as a principal and over 20 years of experience training/ managing teachers and establishing dynamic, vibrant academic environments. Unique depth of knowledge in the field, with extensive experience creating innovative curriculum, engaging students, and implementing comprehensive educational solutions.

Multi-Project Management • Educational Administration • Teaching/ Curriculum Development
Personnel Training and Management • Strategic Development • Operational Analysis and Improvement
Physical Education • Resources Allocation • Team Building • Decision-Making Authority
Recruitment/ Retention • Member, Association for Supervision and Curriculum Development

PROFESSIONAL EXPERIENCE

HALIWA-SAPONI TRIBAL SCHOOL, Hollister, North Carolina • 2014 – present

Public charter school with a mission to infuse American Indian culture into the program with an emphasis on improving academic achievement, 183 students spanning K-12, 76% American Indian, 21% African American, 3% other, 82% free or reduced lunch

Principal of Daily Operations, Grades K-12: Oversee all operations. Recruit, supervise and mentor teachers and staff; co-direct strategic development, benchmarking, academics, and policies/ procedures. Develop and implement curriculum. Plan and implement school-wide procedural adjustments to promote growth. Initiate increased data-driven instruction including the use of personal education plans, RTI process, and data teams.

- Adjusted school budget to stop the trend of writing deficit budgets and initiated the seeking of revenue through grants to sustain the operation of the school.
- Collaborated with the Haliwa-Saponi Tribe to hire a company to complete a curriculum audit, identified a needs assessment, and then created a strategic academic plan to improve student achievement, raising levels of rigor and expectation in the school-wide program.
- Implemented a multi-age K/1 program that yielded strong comprehensive achievement scores.
- Established a culture of behavioral boundaries, enforcing discipline, and allowing teachers to focus on teaching rather than student management.
- Worked closely with the Athletic Director/Basketball Coach to establish an athletic program that instilled discipline and academic focus while teaching fundamentals and teamwork. Head coach for the Junior Varsity Boys' Basketball team, assistant to the Varsity Boys' and Girls' program.

AMESON AP+ AMERICAN HIGH SCHOOL, Nanjing, China • 2013 - 2014

Magnet school within host Chinese high school with Chinese students enrolled in AP courses and English intense preparation classes for the TOEFL and SAT exams to attend American universities.

Site Principal, Grades 10-12: Evaluate teacher performance with the purpose of introducing western methodology into the instructional presentation, research-based best practices and 21st century skills directed. Problem solve language barrier issues to facilitate communication between staff and parents. Oversee daily operations, faculty meetings, PLC group leader meetings, discipline, and budget requests.

- Address problematic lack of motivation for senior three students after testing requirements are met through direct communication to parents..
- Increase English usage and practice by students outside of class through clubs, American TV/Movie viewings and discussions, and reading popular American teen novels.

- Create cohesive working relationship between foreign international staff and Chinese staff.
- Implement introduction to business/economics course for Senior 1 students in response to parent feedback.
- Restructure English instruction into comprehensive content involving speaking, listening, writing, and grammar; embed TOEFL and SAT skills and strategies into all content areas.
- Teach Academic writing and oral conversational English

EDWARDS-KNOX CENTRAL SCHOOL. Russell, New York • 2010-2013

Public school system with approximately 600 students, spanning pre-K to twelfth grade; Title I. 99% Caucasian, 1% other, 67% free or reduced lunch students.

Principal, Grades 7-12: Oversaw all operations. Recruited, supervised and mentored teachers and staff; directed strategic development, benchmarking, academics, and policies/ procedures. Developed and implemented curriculum; managed testing and compliance to statewide/ federal standards. Oversaw events and planning. Enforced discipline, established commendation policies, and provided personalized guidance to students with special needs. Planned and implemented district-wide procedural adjustments to promote growth. Implemented first use of Odysseyware in classroom.

- Increased number of specialized courses offered to middle and high-school students (including enrichment, remedial, and AP classes).
- Innovated use of new school management system (Schooltools) that drastically increased accuracy and efficiency.
- Ensured thriving environment for extra-curricular activities and increased visibility of Principal/ staff support in the same.
- Empowered individual and organizational development; upheld overall policy while creating space for creativity and innovation
- Supported teachers while ensuring academic quality; created dynamic, responsive school environment.

ROCKY MOUNT PREPARATORY SCHOOL. Rocky Mount, North Carolina • 2008-2010

Title I school with approximately 1050 students, ages K-12. 60% African American, 36% Caucasian, 4% other, 63% free/ reduced lunch students.

Principal, Grades 9-12: Oversaw all operations for grades 9-12; directed testing, curriculum development, extracurricular activities, agenda-setting, and quality control. Ensured vibrant environment for students, teachers, and staff; empowered growth of school culture and academic excellence. Adjusted development strategies to reflect lessons learned in operational analysis. Led orientations and special events. Emphasized individual development.

- Significantly raised test scores in eight distinct academic categories (to over 80% proficiency).
- Developed and implemented comprehensive remedial programs, including summer school, Academic Labs and Homework Support; increased parental involvement, hired supplemental staff as necessary, and helped struggling students achieve academic success.
- Oversaw four teachers' certification to teach AP courses, increasing overall offerings.
- Pioneered use of/ access to new technology; built two mobile computer labs (20 laptops each); procured 20 computers for special-education classrooms, 9 tablets and 3 classroom responder systems.
- Improved teacher retention via consistent, communicative evaluation/ outreach.
- Designed and implemented motivational programs that rewarded academic achievements.
- Mentored/ evaluated teachers, encouraging strengths while identifying potential areas of growth.
- Created food/ pantry closet for students in need.
- Established character education programs; promoted environment of respect and cooperation.
- Pioneered use of hybrid inclusion program.

DRYDEN CENTRAL SCHOOL. Dryden, New York • 1987-2008

Class B School; approximately 1800 students, ages K-12. 95% Caucasian, 3% African American, 2% other, 37% free or reduced lunch students.

Physical Education Teacher: Taught Physical Education to students at the primary level for seventeen years; subsequently transferred to high school level. Coached boys' and girls' teams in modified, Junior Varsity, and Varsity soccer, basketball, and softball. Created and tailored curriculum to meet needs of students, depending on age and abilities. Served as key member of athletic policy committee.

- Recognized in Who's Who Among Teachers (2004).
- Received Francis O. Streefer (Dryden Coach of the Year) award, 2008.

ST GILES SUMMER JUNIOR COURSES. Flushing, New York • 2013

ESL summer program; approximately 55 campers, aged 14-18 from various countries in the world.

CAMP REGIS-APPLEJACK. Paul Smiths, New York • 2000-2001, 1993-1995

Residential summer camp; approximately 300 campers, aged 6-16.

Center Director/Program Director: Oversaw all day-to-day operations; directed smooth transition into summer activities. Managed transportation, activities, housing.

- Ensured outstanding experience for all campers; promoted parental satisfaction.

Career Note: Previous experience includes 11 years of Camp Director experience at several different camps; details available upon request.

EDUCATION

Certificate of Advanced Study in Educational Leadership

SUNY Cortland, Cortland, New York

Master of Science in Physical Education

University of Arizona, Tucson, Arizona

Bachelor of Science in Physical Education

Ithaca College, Ithaca, New York

CERTIFICATIONS: New York State Permanent Certification: School District Administrator K – 12

New York State Permanent Certification: Physical Education K – 12

North Carolina Professional Certification: School Principal

Additional Training: NY Teacher Evaluation Training, Marzano Teacher Framework Training, Effective Teacher Training for Administrators, Project-based Learning for Administrators, Building Academic and Content Area Vocabulary in Grades 5-12, Teaching with Poverty in Mind, Introduction to Using an iPad in the Classroom, Student Learning Objective Training, Reading in the Content Area.

REFERENCES

(b)(6)

**Curriculum and Instructional Program
Haliwa-Saponi Tribal School
Hollister, North Carolina**

**Final Report to the Haliwa-Saponi Tribal School
Board and the Haliwa-Saponi Indian Tribe**

April 2015

Prepared by imaginED Partners, LLC



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Haliwa-Saponi Tribal School Curriculum and Instructional Program

Introduction

The School Board for the Haliwa-Saponi Tribal School and the Hailwa-Saponi Indian Tribe are committed to improving student achievement and sustaining a high quality, culturally relevant educational option for students and parents residing in the local community and surrounding areas. As part of their continuous improvement efforts, a diagnostic assessment of the school's core curriculum and instructional program was conducted. This document is the final report, which reflects the key findings from the diagnostic assessment, opportunities for improvement and recommendations pertaining to the current curriculum and instructional program. The following sections outline outcomes from the strategic planning phase and priority smart goals and a high level action plan (roadmap). The final section offers potential grant funding opportunities for consideration.

Diagnostic Assessment

Scope and Methodology

The first phase of the scope of work was to complete a diagnostic assessment of the Haliwa-Saponi Tribal School (HSTS) curriculum and instruction program. The process consisted of an onsite visit that included a series of structured interviews with school leadership, teachers, students, parents, the tribal community and members of the school board. Additionally, classroom walkthroughs were done to observe instruction, student-staff interactions, student learning, access and alignment of instructional resources, and other various aspects of the learning environment and school culture. A final component of the process was the administration of SAME Survey, an online, investigative school-climate survey designed to provide general information regarding the opinions and perceptions of school staff. Survey data are invaluable in the triangulation of the findings between the site visit observations, structured interviews, and the examination of documents and other quantitative data pertaining to student achievement and the school's overall performance.

The scope of the diagnostic assessment was centered on curriculum and instruction and the aspects of the school's operations that advance or hinder its design and quality of delivery. Curriculum and instruction is core to the teaching and learning process and is often referred to as what is "written, taught and tested. This consists of (1) a written curriculum in some clear for the application by teachers in classroom; (2) a taught curriculum, which is shaped by and interactive with the written one; and (3) a tested curriculum, which includes the tasks, concepts, and skills of student learning which are linked to both the taught and written curriculum. The 'written, taught and tested" model has been published widely in the national professional literature, including the best-selling book, *The Curriculum Management Audit: Improving School Quality* (1995, Frase, English, Poston).

In relation to the school's operations, the diagnostic assessment reviewed how well the HSTS has been able to set valid curriculum and instruction goals and objectives to improve student achievement, align its resources to accomplish those goals and

objectives, and monitor progress and improvements in meeting its goals, however contextually defined or measured, over time. The model for instruction, which shows the linkage between the written, taught and tested curriculum is shown in Figure 1.

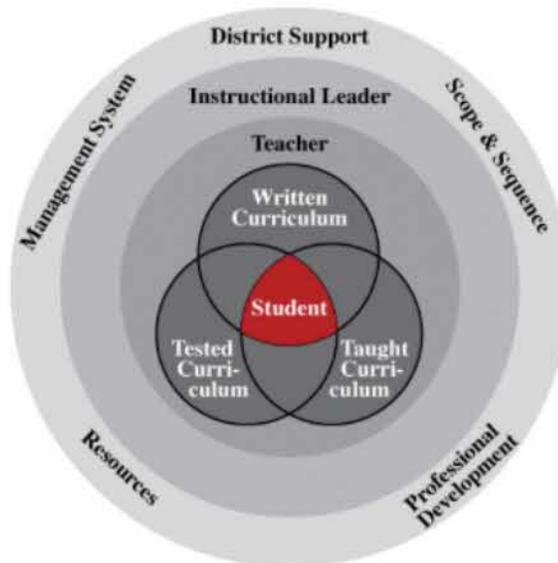


Figure 1.

The S.A.M.E. Framework for School Design, also supported by extensive research in school improvement, was utilized. This framework views schools as an integrated set of domains, Social, Academic, and Moral, which define the culture of the school community. The Social Domain defines how members of the school community behave; the Academic Domain defines how members of the school community engage in teaching and learning; and the Moral Domain defines what members of the school community believe. Overall, the diagnostic assessment represents a “systems” approach to continuous school improvement; that is, it considers the system as a whole rather than a collection of separate, discrete parts. The interrelationships of system components and their impact on the overall quality of the school’s efforts in accomplishing its mission were examined in order to gauge its current state in curriculum and instruction and the existing structures and processes in place for continuous improvements.

School Profile

The Haliwa-Saponi Tribal School (HSTS) is a K-12 public charter school located on the border of Halifax County and Warren County, North Carolina. The school began as a K-5 school in 2000-01 adding one grade per year to become a K-12 school. HSTS currently serves approximately 184 students; 125 students in K-8 and 59 high schoolers. The vast majority (76.6%) of the students are American Indians who are affiliated with the local Haliwa-Saponi Indian Tribe. The rest of the student population is made up of

Black (15.7%), White (2.7%), Hispanic (1%) and Multi-racial (3.8%) students. The percentage of children with disabilities, at 11.4 percent, is slightly lower than the state average of 12.9 percent. No students are identified as academically or intellectually gifted (AIG). Eighty-two percent of the students attending HSTS are eligible for free or reduced price lunch. There are 15 classroom teachers and 5 teacher assistants. Over half of the classroom teachers are certified and licensed either in North Carolina or another state. Only three teachers are American Indian and members of the local Haliwa-Saponi Indian Tribe. Four out of five teacher assistants are American Indian.

The mission of the Haliwa-Saponi Tribal School is to provide a high quality education through academics, technology, and community involvement with integration of American Indian culture. The aim is for students to become positive, productive, and independent citizens in an ever-changing global society. As a result of a recent revision at the beginning of the 2014-15 school year, the school's vision is to create a new educational opportunity for students, parents, teachers, and curriculum leaders in Warren, Halifax, and surrounding counties with a school that provides:

1. An academic program that addresses the needs of a wide range of learners from academically gifted to average to those at risk of academic failure (i.e., exceptional learners, ESL students, etc.);
2. A challenging, traditional curriculum with a clearly defined set of academic subjects and skills to be mastered;
3. A curriculum that will incorporate American Indian culture and technology;
4. Programs and activities to help students develop character, citizenship, physical fitness, and an appreciation for the arts;
5. An environment, which motivates students to strive for excellence, with high standards of conduct and discipline;
6. An atmosphere recognizing the vital role of parents in their children's education by encouraging parental volunteers and involvement and;
7. Professional opportunities for teachers to be involved in innovative teaching methods with accountability for results.

Also, at the beginning of the 2014-15 school year, the school's governance was restructured. The School Board created a co-principal organizational structure, as shown in Figure 2. that includes a principal for daily operations of the charter school and a principal for operational compliance. Job descriptions are included in the Appendices.

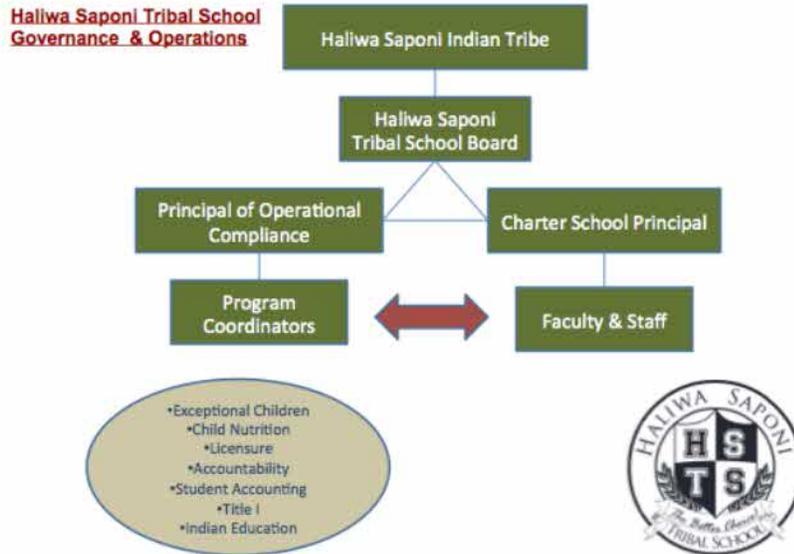


Figure 2.

Student Achievement Profile

In March 2014, the State Board of Education (SBE) adopted five academic achievement levels for reporting student performance on the EOGs and EOCs. With this additional level, Level 3 and above was determined to meet the grade-level proficiency standard and Level 4 and above was determined to meet the college-and-career readiness standard.

Using all EOG and EOC test scores, school accountability growth is calculated using EVAAS, a value-added growth tool. Each school with the required data is designated as having exceeded growth, met growth, or did not meet growth. The Haliwa-Saponi Tribal School did not meet growth expectations in 2013-14, as reflected in Figure 3., and has not met growth in two consecutive years.

Figure 3.

2013-14 Performance and Growth Results

Subject	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4	Percent Level 5
All Subjects	53.7	24.7	8.1	13.5	<5
All EOG	54.1	26.6	7.2	12.1	<5
EOG Grade 3	60.0	15.0	10.0	15.0	<5
EOG Grade 4	62.5	<5	12.5	25.0	<5
EOG Grade 5	62.5	27.1	6.3	<5	<5
EOG Grade 6	38.9	47.2	<5	11.1	<5
EOG Grade 7	60.0	30.0	<5	6.7	<5
EOG Grade 8	49.1	22.8	10.5	17.5	<5
All Reading	38.4	34.9	9.3	17.4	<5

Reading Grade 3	60.0	10.0	10.0	20.0	<5
Reading Grade 4	50.0	<5	25.0	25.0	<5
Reading Grade 5	50.0	37.5	6.3	6.3	<5
Reading Grade 6	16.7	55.6	5.6	22.2	<5
Reading Grade 7	40.0	46.7	<5	13.3	<5
Reading Grade 8	31.6	31.6	15.8	21.1	<5
All Math	69.8	23.3	<5	<5	<5
Math Grade 3	60.0	20.0	10.0	10.0	<5
Math Grade 4	75.0	<5	<5	25.0	<5
Math Grade 5	75.0	25.0	<5	<5	<5
Math Grade 6	61.1	38.9	<5	<5	<5
Math Grade 7	80.0	13.3	6.7	<5	<5
Math Grade 8	68.4	26.3	5.3	<5	<5
All Science	54.3	14.3	11.4	20.0	<5
Science Grade 5	62.5	18.8	12.5	6.3	<5
Science Grade 8	47.4	10.5	10.5	31.6	<5
All EOC	51.9	17.3	11.5	19.2	<5
Math I	61.1	16.7	5.6	16.7	<5
Biology	47.1	17.6	17.6	17.6	<5
English II	47.1	17.6	11.8	23.5	<5

Major Findings

Based on the survey data¹, site visit observations, structured interviews, and the examination of documents and other quantitative data pertaining to student achievement and the school's overall performance, the review team identified several strengths and opportunities to improve the existing curriculum and instructional program. Seventy-six percent of teachers and staff responded to the SAME survey², an extremely high return for a qualitative study.

Building Blocks for Success

The Haliwa-Saponi Tribal School (HSTS) has a wide variety of assets, which position it nicely to demonstrate significant growth in student achievement in the immediate future. There was amazing consistency among all internal and external stakeholders regarding the strengths of the school and its potential to capture its mission and realize its vision for the future. Observational data and survey data supported this positive theme.

The following are a few notable building blocks for success:

1. There is a strong sense of community and family spirit among the faculty and staff of the school. Consistently, when asked about the school's strengths,

¹ The SAME survey is based on a five point Lickert scale with the mid-point of a "3" representing a response of "I am not sure". Responses of "1" ("I am confident this is not true") and "2" ("I am pretty sure this is not true") indicate a clear perception that the respondent

² Survey questions and summary of responses for distributive leadership, student academics, moral and social and the teacher academic, moral and social are provided in the appendices.

- teachers responded with comments such as, "We have a family feeling here", "We have a community atmosphere", and " Staff are supportive of one another and cooperative". The SAME survey data supported this finding as well. TS003 "Faculty and staff treat each other with respect" (4.38) and TS010 "I like spending time with the people at this school" (4.25) indicate that a core value held at this school is the staff acts as a team. The social/emotional ties are strong and this bodes well for addressing the changes needed to ensure success.
2. The staff is dedicated to improving the performance of HSTS and is open to change and willing to try new ideas in the pursuit of higher student achievement. In interviews, teachers commented that their "common goal is student achievement" and that "teachers are collaborative and are working hard for the new standards". Frequently teachers reiterated that "our staff is our strongest asset". The administrators echoed these sentiments, "They [the faculty] want to grow and learn." These comments were confirmed in the SAME survey item TM004, "Teachers welcome new projects and initiatives designed to raise student achievement" (3.88).
 3. Students and parents commended the caring attitudes of administrators and teachers in the building. Students cited the diversity of the student body as one of the strengths of the school and that differences in cultural backgrounds were not issues between students--in fact, they were valued and celebrated. Parents and board members commended the staff during the interviews with comments such as, "There is a sense of acceptance here, a multi-cultural climate that is safe for students" and "Kids here know their teachers". Also, parents said, "At public schools, they don't understand who you are and what you stand for. Here we build their self-esteem." Students said, "We feel safe here. On the SAME survey, teachers responded at 3.75 when asked, "Teachers recognize that, regardless of their backgrounds, children can achieve at high levels".

The focus on student achievement and the willingness of the staff to seek professional development to improve their practice and their desire to seek instructional interventions to improve student outcomes are extremely positive core values expressed by the faculty. During interviews, a recurrent theme among teachers and staff was the desire to receive consistent, in-depth, and data driven professional development, especially in the area of standards-based instruction. Teachers said, "This needs to happen across the board." As stated above, survey question TM004 indicated that teachers welcome new initiatives to raise student achievement. Having a staff open to change is a huge asset when addressing the areas of school improvement since much of the change process is about changing attitudes as well as technical skills.

Opportunities for Growth and Development

Based on interviews, observations, survey results including a review of other school-related data and information, the following are opportunities for growth and development:

1. HSTS currently does not have processes in place to design, implement, and monitor a quality school improvement plan that is data-driven and supported by the entire school staff. The responses to interview questions were consistent across all staff and teacher groups regarding school improvement planning. Administrators comments included, "We have no data driven school improvement plan" and "We have no viable school improvement plan; it is outdated." Teachers echoed these sentiments with comments such as, "We need data to drive our instruction." The School Improvement Team acknowledged that "we have no systemic planning". The SAME survey data confirmed these beliefs. DL005 "Members of the entire schools community are involved in the school improvement planning process" (2.25) and DL006 "Our school improvement plan is an active, viable document (2.94) indicate a critical need for the development, implementation, and monitoring of a collaboratively developed, data-driven plan for school change.
2. While parents, students, and staff all commended the school's leadership and new efforts to improve the culture of HSTS and establish processes, there was an equally consistent message that the school has suffered from a lack of consistent leadership. This lack of stability in leadership at the top is exacerbated by the fact that there is a lack of a distributed leadership culture where teacher leaders are actively involved in the ongoing decision-making at the school planning level. During interviews, teachers commented that "things have gotten a lot better over the last two years" relative to collaboration with school leadership. However, the rapid turnover of school leaders has created a "triage" mentality, which has been more about handling crisis management issues instead of a "process" for the development of an aligned curriculum program. The SAME survey data confirms this fragile relationship for distributed leadership, which is so heavily dependent on trust. DL001 "Teachers feel like their opinions are welcomed and respected" (3.5) and DL002 "This is a place a staff member can feel safe asking questions and talking about the truth, even when it is uncomfortable" (3.19) signal a shift towards a more open culture of involvement but the need for continued efforts to broaden the decision-making structures.
3. A curriculum aligned to the Common Core State Standards and the North Carolina Essential Standards does not exist. Curriculum development, coordination, and articulation K-12 are major deficits in the current core program. The most common response from teachers during interviews when asked about what guides your daily instruction was, "We have no pacing guides", "We have no vertical curriculum", and "We have no defined curriculum". In fact, the lowest score recorded in the teacher academic domain of the SAME survey was TA002, "The curriculum is well articulated from grade to grade, so that gaps and repetition are limited" (2.06). Administrators also evidenced the lack of a written curriculum as one of the major weaknesses of the school program. This is also evidenced by the lack of a school board policy addressing curriculum and instruction and monitoring of the program.
4. As stated in the school's original charter and mission, the integration of the local culture and traditions into the teaching and learning process as well as opportunities for students to study the traditional and contemporary context (e.g., use and understanding of the visual arts, legends, oral histories, and fundamental beliefs of the community was limited, with the exception of a part-

time arts program. Students, staff and board members expressed concern about the lack of Native community participation in educating the children and in the planning and operation of school activities. Teachers were not aware of any specific curriculum and expressed limited awareness about the school's Indian education program.

5. A system of professional development for teachers to support school improvement is a significant deficit in the current program. HSTS currently does not have a cohesive plan for professional development. While there are many professional development opportunities offered to staff, staff development planning is inadequate and does not clearly connect student outcomes to staff development needs for teachers or within the school. Teachers lack knowledge and understanding of the current state standards and assessments including the key instructional shifts in the English and Language Arts (ELA) and Math; pedagogy and higher order questioning; and general language associated with the new state assessments. There was no evidence of training for teachers, particularly those who are not a part of the local community, about the local tribal culture, social mores of the community or the culturally appropriate resources to support a culture-based education. During interviews, teachers simply stated, "We have no cohesive training", "We know we need to teach the standards, but we have not been trained on that", and one teacher offered in a tongue and cheek manner, "We have Harry Wong" (a reference to a canned training program in wide use but not targeted to school needs.)
6. Cited by student groups, instructional delivery was an area for improvement. Teacher-directed, low level rigor, and lack of relevance were expressed concerns. Appropriate pedagogy and instructional delivery to match the rigor of the new Common Core State Standards and North Carolina's Essential Standards was not observed. During the interviews, students were very vocal about the lack of engagement in the classrooms. Comments were consistently made such as, "Assignments are at a low level", "We do not get creative activities", and "We want more hands on activities". In fact, several students said, "They expect a lot but do not prepare us." "We do not feel prepared to go to college or to work." The SAME survey data suggests that teachers themselves are not confident that they are meeting student needs. TA001 "Clear and meaningful standards have been defined for what children need to know and be able to do" (3.31), TA007 "Students who are meeting the standards have access to enriched materials and activities that go beyond the standards." (2.75) and TA009 "Teachers work collaboratively to develop and refine engaging instructional strategies" (3.38) are all indicative of the lack of a strong pedagogical corporate value regarding lesson delivery.
7. All stakeholders, including students, mentioned the development of the student culture to own their learning outcomes. HSTS lacks structures to develop student leadership and give student leaders a voice in the school community.
8. Opportunities for students to engage in extracurricular enrichment activities are limited. Students expressed desires for growth in this area. During interviews, students shared that the school offers only a few activities that go beyond pure academic remediation. They made comments such as, "We have no real student government" and "We need more activities related to our interests". They also

reflected on the past saying, "We used to have Native American dance teams, Native American language courses and drum groups. We have no more uniqueness!" The SAME survey data reflects this lack of school engagement of its student body when the adults answered SM007 "Students look forward to coming to school each day" with a 3.0, very ambivalent as a held value.

9. HSTS, through E-rate and additional school resources, has made some improvements in technology infrastructure to support teaching and learning. To move closer to a digital learning environment that provides access to digital teaching and learning resources, technology-enabled professional development and access to devices and equipment, greater partnerships and additional funding are needed.

Recommendations (Based on diagnostic findings)

Improvement steps the Haliwa-Saponi Tribal School (HSTS) should initiate- next 1-3 months (immediate action):

1. The School Board should establish a 5-10-year strategic vision and strategic priorities to create a culture of shared responsibility. Strategic areas can include, for example, priorities that address (1) high student achievement; (2) effective communications; (3) maximizing resources; (4) safe, sustainable, healthy; and, (5) respectful school community, highly effective staff and partnerships with families, community and businesses. Policies should be developed to address curriculum development, the instructional program framework and the school's governance structure for monitoring school improvement.
2. Administrators and staff at HSTS should receive training in continuous improvement processes for the development, implementation, and monitoring of a data-driven school improvement plan. A corollary to this recommendation would be training, coaching and implementation with a distributed leadership team of teachers and staff, school board members, and other stakeholders to lead the school in this process.
3. A coordinated and articulated (K-12) curriculum that is cultural-based and deeply aligned (content and context) to the new state standards should be developed and/or identified and teachers should be trained in its utilization. Collaborative teams should be established, where possible, to translate the curriculum document to viable daily and weekly lessons whose outcomes are highly aligned in content and rigor to the state standards and assessments.
4. The use of research-based, highly engaging instructional practices is necessary for the implementation of a viable curriculum referenced in recommendation #2 above. Expected instructional practices need to be clarified, developed, and supported in a more systemic manner. The presentation of the curriculum must evolve and embrace current standards for professional performance and quality student engagement.

5. Work with the Haliwa-Saponi Indian Tribal Council to establish a collaborative structure and/or process such as a Grants/Funding team to help the HSTS secure additional funding to support instructional programs and change. A Grants/Funding team could help identify appropriate funding opportunities, guide program design, work with grant contacts and write proposals.

Opportunities for Further Improvement- 6 months-3 years (medium to long-term action)

1. Structures (processes, procedures, policies) should be developed and implemented to develop a sense of ownership and leadership by HSTS students to the learning outcomes available to them. This should incorporate strategies for student learners to access those opportunities. Social, moral, and academic skills are critical to student success in school and in life and although it is preferable to build these throughout the K-12 learning continuum, it is never too late to engage learners in these strategies.
2. An ongoing professional development program aligned to school's goals should be established for teachers. This should include the development of a 1-3 year plan that includes job-embedded teacher learning which is part of the daily teaching practice and designed to enhance content-specific instructional practices, pedagogy and technology-integration to improve student learning.
3. Technology is driving changes in instructional practices and student learning. It is important for HSTS to begin planning its transition from a traditional instructional model to a digital-age learning model as described in the NC Digital Learning Plan. A detailed assessment of the HSTS current technology infrastructure should be conducted to provide the necessary information to develop a digital transition plan and strategy to secure funding to support this work.

School and Community Strategic Planning

The second phase of the project scope consisted of convening school and community members, including tribal council and school board members for a strategic planning discussion. This section provides a summary of the meeting outcomes and the priority areas of focus that were determined appropriate for action planning.

First, participants were asked to define success for the students attending the Haliwa-Saponi Tribal School. More specifically, “What do your students need to know and be able to do in the complex future that awaits them after they graduate from HSTS?”

Responses included: Students should be:

<ul style="list-style-type: none"> • Problem-Solvers • Financial Managers • Advocates • Proactive Leaders • Critical Thinkers • Committed • Responsible • Strong work ethic • Possess 21st Century Skills • Social graces and communication skills • Not afraid to fail • Open-minded and accepting 	<ul style="list-style-type: none"> • Collaborators • Technology literate • Global and local minded • Creative • Time managers • Self-disciplined • Able to network • Resilient • Contributors to the tribe and community • Knowledgeable of the tribal culture • Respectful
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Participants were also asked to evaluate the external context of the school and community. Strengths and weakness are internal to the school, and opportunities and threats are external. The areas that are external to the school are those things that the school often cannot control, but can have an impact on its potential success or failure. The diagnostic assessment revealed the internal factors. The participants, in the strategic planning session, identified the following as the external current and future key

opportunities and threats in preparing the HSTS students for college, career and life. Key opportunities and threats include:

<p>Key Opportunities (Current)</p> <ul style="list-style-type: none"> • After school activities (tutorial; basketball) • ImaginED partnership • Utilizing local churches • Health & Human Services • Warren County Teen Court System • State-wide organizations • Retired educators to volunteer • Opportunity to share the positive news 	<p>Key Opportunities (Future)</p> <ul style="list-style-type: none"> • Local churches • Tribal Community Teen Court <ul style="list-style-type: none"> ○ Tied to core values of the tribe ○ Community/ School Teen Court • Mentoring opportunities • Marketing technique to “WOW” the community
<p>Key Threats (Current)</p> <ul style="list-style-type: none"> • Students who are unaware/ uninvolved in the culture • Parental Fault (accountability) • Lack of tribal court system to support the needs of the students and mission of the school • Security • Lack of policies in place to enforce particular rules 	<p>Key Threats (Future)</p> <ul style="list-style-type: none"> • Hurting parents/ lashing out of children • Renewal • Student Turnover (unstable student population) → infrastructure/ student programs • Teacher turnover • Security

The following data captures the specific goals, action statements and needs the participants provided as necessary for the school to ensure student success. The need to identify and implement an aligned core curriculum was frequently mentioned.

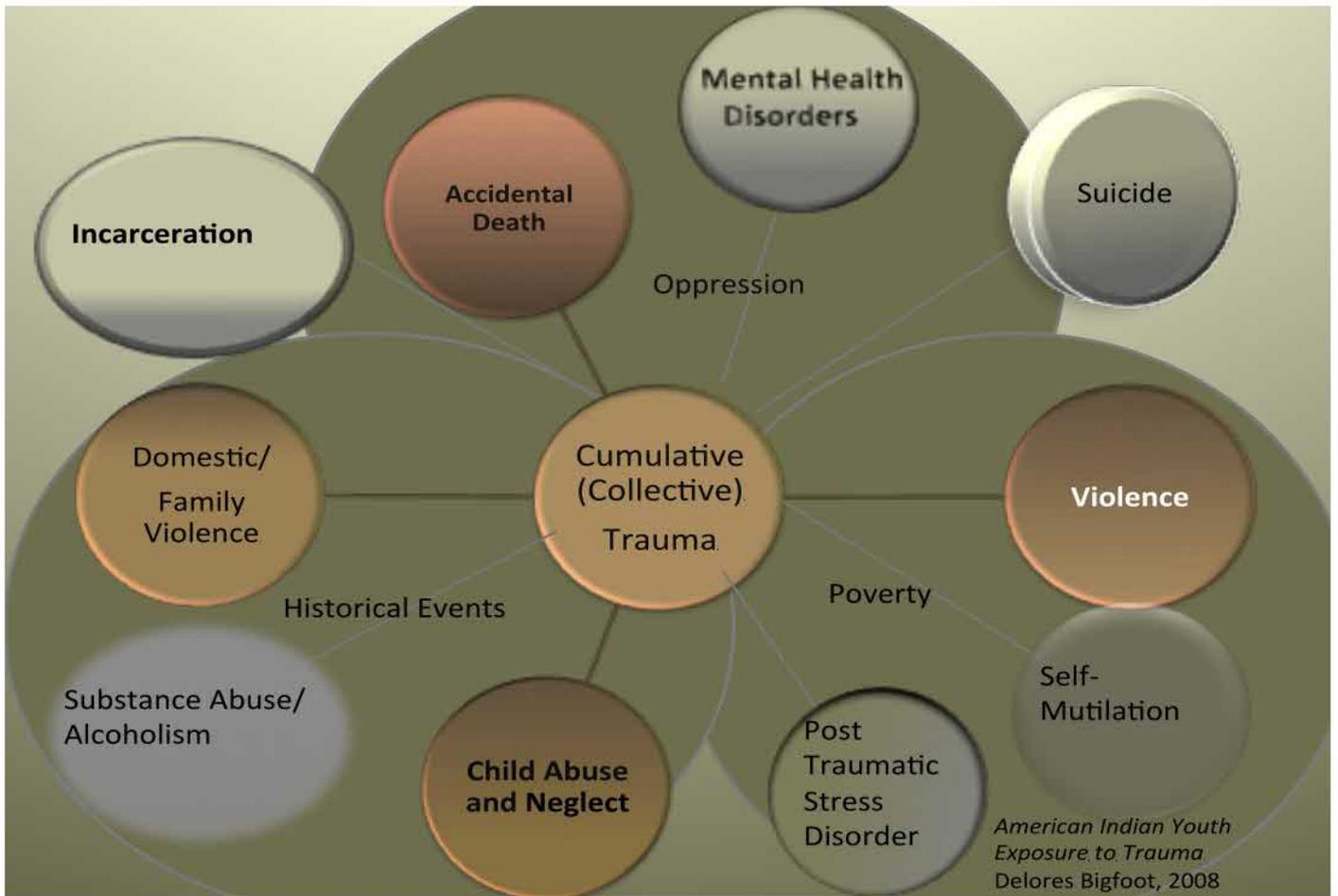
1. Design and create policy/procedure/expectations document to plan how to enforce them (who, when, where, how)
2. Full vertically aligned curriculum and aligned materials, textbooks
3. Implementing a curriculum
4. Professional development
5. Strategy for positive parent involvement
6. Marketing with newsletters, website, brochures
7. Charter policies that reflect community concerns
8. Align curriculum to test
9. Market school program to attract student to cultural heritage
10. Infuse Native culture into curriculum and afterschool programs (tribe must help to infuse the cultural values and behaviors into the curriculum)
11. Leadership training and policy development
12. Curriculum development
13. Professional development

14. Marketing-website, cyber plan, professional marketing campaign (external); teachers and students (internal)
15. Community and parental involvement
16. Leadership, board training and policy
17. Curriculum development
18. Marketing strategy
19. Community involvement
20. Student discipline and pride in studying and excelling
21. Curriculum development
22. Professional development on the Common Core State Standards/Assessments
23. Leader training and policy
24. Marketing
25. Parental involvement
26. Vertically aligned curriculum
27. Community partnerships
28. Creative scheduling
29. A vertically aligned full curriculum
30. Community partnerships
31. Teacher and student retention
32. Teacher training
33. Vertically aligned K-12 curriculum, including at least one cross content PBL opportunity per year designed and implemented by 2015-16 school year
34. Policies and procedures and consequences designed, implemented with fidelity by end of the year
35. CCSS curriculum and aligned resources
36. To develop policies and practices that modernize the HSTS operations
37. Blended curriculum alignment K-12 Common Core infused with the Haliwa-Saponi culture and values instilled throughout
38. Development team to seek and obtain resources for HSTS
39. Tribal court that deals with student and parent issues
40. New building and infrastructure
41. Clarity of the tribal core values of the Haliwa-Saponi Indian Tribe

Using this data collected during the strategic planning session and input from the school and community participants, four (4) priority areas of focus were identified. The priority areas of focus include: (1) Student Achievement, which includes a specific concentration on core curriculum development; (2) School Improvement Governance and Leadership; (3) Teacher Effectiveness; and (4) Student, Parent and Community Engagement. The following section provides smart goal statements and proposed strategies and activities for each area.

APPENDIX B

TRAUMA



Other Attachment File(s)

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Dr. B. Ogletree Richardson
Chief

Jeff Anstead
Vice-Chief

Tribal Council
Rev. Michael Richardson, Chair
Alfred Richardson, Vice-Chair
Ella Viverette, Secretary
Rev. John R. Lee, Treasurer
Roena Daniel
Earl Evans
Ladonna E. Richardson
Reginaid Lynch, Sr.
Ladonna D. Richardson

Haliwa-Saponi Indian Tribe

39021 Hwy 561 · P.O. Box 99
Hollister, North Carolina 27844
Phone: (252) 586-4017 · Fax: (252) 586-3918
Email: info@haliwa-saponi.com



Archable D. Lynch, III
Tribal Administrator

MEMORANDUM OF AGREEMENT FOR PARTNERSHIP Haliwa-Saponi Native Youth Initiative

The purpose of this Memorandum of Agreement, by letters of support and commitment, is to document a formal partnership between the Haliwa-Saponi Tribal School, Halifax County Public Schools, Warren County Public Schools, Iredell-Statesville Schools in North Carolina; the Warren County Youth Services Bureau; and the Tribal Nation of the Haliwa-Saponi Indian Tribe represented by the Haliwa-Saponi Tribal Council and Tribal Administrator and recognize the importance of establishing a government-to-government relationship that fosters mutual understanding, shared responsibilities and a commitment to working together for the improvement of student learning. This agreement recognizes the importance of ensuring that the Haliwa-Saponi Indian youth graduate career and college ready. This applies to all Native students in the district. It also recognizes that improvements are needed in the education of Indian youth to strengthen their academic achievement and enhance life opportunities, and that the education of Indian children can be advanced by providing community-based supports that address in- and out-of-school barriers.

The Haliwa-Saponi Indian Tribe, as lead applicant for the OIE Native Youth Community Partnership Grant agrees with and is committed to the partnership.

Archie Lynch

(b)(6)

Tribal Administrator

Haliwa-Saponi Indian Tribe

Attachments: Letters of Support and Agreement-Haliwa-Saponi Native Youth Initiative



"Catch the Vision"

Haliwa-Saponi Tribal School

130 Haliwa-Saponi Trail
Hollister, North Carolina 27844
Phone: (252) 257-5853 Fax: (252) 257-1093
Website: <http://www.hstsedu.org>

Principals: Mrs. Michelle Varian
Mrs. Rebecca Arroyo

Board of Education:
Rev. Ron Richardson - Chair
Mrs. Ruth Ealing - Vice Chair
Jimille Mills
Mrs. Trina Lynch, Treasurer
Mrs. Ella Vivirette
Mrs. Glenda Evans, Interim Secretary
Mrs. Sylvia Richardson
Mr. Dalton Lynch
Mr. Al Richardson

June 25, 2015

Re: *Haliwa-Saponi Native Youth Initiative*

This letter is in support of the Native Youth Community Partnership Grant submitted under the leadership of the Haliwa-Saponi Indian Tribe of Halifax and Warren Counties. The Haliwa-Saponi Tribal School will partner with the tribe in its implementation of the "*Haliwa-Saponi Native Youth Initiative*," a tribal, community-based initiative designed to support and prepare Indian students for college and career.

It is our belief that this initiative will make a tremendous difference for the students at our school. Many of the in school and out of school barriers we face daily in serving our Native population are directly addressed by several of the proposed activities. This is a great opportunity to be innovative while creating a culturally-responsive teaching and learning experience for our students and teachers.

We are committed to the success of this community-based partnership with the Tribe. Our goal will be to ensure that the Indian students in our school and our Indian parents access support services and participate in activities offered through initiatives such as the following:

- Administration of student learning style inventories and community needs inventories
- Participation in Indigenous Cultural Labs and other activities offered after-school
- Mentorships
- Participation in a one-week residential experience on a university campus and other supports for students interested in teaching careers
- Participation in ACT, EXPLORE, and PLAN professional development
- Participation in topical seminars that encourage students' personal best in academic, physical, social, cultural, psychological, and spiritual development.

Again, we are motivated by the potential that this project will have on our school, the Haliwa-Saponi Indian Tribe and the quality of life, both educationally and economically, for students. We are excited about this initiative and look forward to growing this partnership.

Sincerely,

(b)(6)

Rebecca E. Arroyo, MA, M.Ed., MSA
Principal of Operational Compliance

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.



Office of the Superintendent

Telephone: (252) 583- 5111
Fax: (252) 583-1474

June 23, 2015

Re: *Haliwa-Saponi Native Youth Initiative*

This letter is in support of the Native Youth Community Partnership Grant submitted under the leadership of the Haliwa-Saponi Indian Tribe of Halifax and Warren Counties. The Halifax County Schools and its Title VII Indian Education Program will partner with the tribe in its implementation of the "*Haliwa-Saponi Native Youth Initiative*," a tribal, community-based initiative designed support and prepare Indian students for college and career.

We are committed to our role in collaborating with the Haliwa-Saponi Indian Tribe and the Indian Education Culture Coach to ensure that the Indian students in our school district and our Indian parents access support services and participate in activities offered through the initiative such as the following:

- Administration of student learning style inventories and community needs inventories
- Participation in Indigenous Cultural Labs and other activities offered after-school
- Mentorships
- Participation in a one-week residential experience on a university campus and other supports for students interested in teaching careers
- Participation in ACT, EXPLORE, and PLAN professional development
- Participation in topical seminars that encourage students' personal best in academic, physical, social, cultural, psychological, and spiritual development.

We are motivated by the potential that this project will have on our school district, the Haliwa-Saponi Indian Tribe and the quality of life, both educationally and economically, for students. We are excited about this initiative and look forward to growing this partnership.

Respectfully,

(b)(6)

Dr. Elease Frederick

Post Office Box 468

9525 Hwy 301 South

Halifax, NC 27839



WARREN COUNTY SCHOOLS

109 Cousin Lucy's Lane
Post Office Box 110
Warrenton, North Carolina 27589

Phone: (252) 257-3184
Fax: (252) 257-5357
www.wcsk12.org

June 23, 2015

Re: *Haliwa-Saponi Native Youth Initiative*

To Whom It May Concern:

This is a letter of support for the Native Youth Community Partnership Grant submitted under the leadership of the Haliwa-Saponi Indian Tribe of Halifax and Warren Counties. The Warren County Schools and its Title VII Indian Education Program will partner with the tribe in its implementation of the "*Haliwa-Saponi Native Youth Initiative*," a tribal, community-based initiative designed to support and prepare Indian students for college and career.

We are committed to collaborating with the Haliwa-Saponi Indian Tribe and the Indian Education Culture Coach to ensure that the Indian students in our school district and their parents access support services and participate in activities offered through initiatives such as the following:

- Administration of student learning style inventories and community needs inventories
- Participation in Indigenous Cultural Labs and other activities offered after-school
- Mentorships
- Participation in a one-week residential experience on a university campus and other supports for students interested in teaching careers
- Participation in ACT, EXPLORE, and PLAN professional development
- Participation in topical seminars that encourage students' personal best in academic, physical, social, cultural, psychological, and spiritual development.

We are motivated by the potential that this project will have on our school district, the Haliwa-Saponi Indian Tribe and the quality of life, both educationally and economically, for students. We are excited about this initiative and look forward to growing this partnership.

Sincerely,

(b)(6)

Frank Polakiewicz
Assistant Superintendent

An Equal Opportunity Employer



Iredell - Statesville Schools

Igniting A
Passion
for Learning

June 24, 2015

Re: *Haliwa-Saponi Native Youth Initiative*

This letter is in support of the Native Youth Community Project Grant submitted under the leadership of the Haliwa-Saponi Indian Tribe of Halifax and Warren Counties. Iredell-Statesville Schools agrees to partner with the Tribe and mentor and support their implementation of a culturally responsive model of "Response to Intervention (RtI)/MTSS and Professional Learning Communities (PLCs)."

In 2010, Iredell-Statesville Schools was a recipient of an *i3 Investing in Innovation* grant (COMPASS). We are also "National Model Performance Excellence". Through COMPASS, we implement an aligned cross-functional, collaborative model. Through our Leadership Academy, in-house trainers provide professional development, coaching, and support on topics such as inclusive practice and systems approach, which is created "by practitioners, for practitioners." We partner with the NC Department of Public Instruction, which formulated an RtI model to provide technical assistance to LEAs to foster replication throughout the state. We have presented key components in 13 states, further confirming our model can be used in a variety of settings and student populations. Research shows RtI implementation positively impacts students of diverse backgrounds in rural areas.

We are committed to working with the Haliwa-Saponi Indian Cultural Education Coach and Instruction Reading and Math coach in designing and implementing a culturally appropriate program at the Haliwa-Saponi Tribal School. Our support will include such activities as:

- Sharing best practices and lessons learned
- School site visits for teachers
- Peer mentoring with Instructional Coaches
- Access to Leadership Academy- Onsite Professional Development, Learning Models and Resources
- Participation in the Annual Innovation Showcase

We are excited about the HSNYI and the commitment of the Tribe to proactively engage with the local schools to create more aligned culturally-responsive community-based and school-based supports that to the Haliwa-Saponi Indian students for college and careers. We look forward to our participation in this initiative and look forward to the partnership.

Sincerely,

(b)(6)

Melanie Taylor, Ed.D
Deputy Superintendent Curriculum and Instruction



www.iss.k12.nc.us • Post Office Box 911 • 410 Garfield Street • Statesville, NC 28677 • 704.832.2500 • 704.871.9973 (fax)

WARREN COUNTY YOUTH SERVICES

"Working Together to Reach the Youth"



307 N. Main Street
PO Box 958
Warrenton, NC 27589

Debbie K. Scott, Director

Telephone: 252-257-0428

Fax: 252-257-0485

Email: DebbieScott@warrencountync.gov

June 24, 2015

Re: *Haliwa-Saponi Native Youth Initiative*

This letter is in support of with Native Youth Community Project Grant submitted under the leadership of the Haliwa-Saponi Indian Tribe of Halifax and Warren Counties. The Warren County Youth Services Bureau agrees to partner with the Tribe to support the implementation of a "Teen Court" Program within the tribal community.

The mission of the Warren County Youth Services Bureau is to keep kids safe, families together and reduce the incidence of juvenile crime in the local community. We are committed to working closely with the Tribe and school administrators to:

- Collaborate to identify local location/facility within the community
- Advise and assist in the "Teen Court" Program implementation
- Facilitate guided growth activities for students/families to promote better life choices, personal and social skills
- Facilitate sessions as part of the proposed seminar series

We are excited about the HSNYI and the commitment of the Tribe to engage community partners. We look forward to our participation in this initiative and look forward to the future partnership.

Sincerely,

(b)(6)

Debbie K. Scott,
Youth Services Bureau Director

(b)(6)

Education	M.S.A., School Administration / North Carolina Principal Fellow University of North Carolina at Chapel Hill, <i>Chapel Hill, NC</i>	May 2013
	M.A., Business Management Regent University School of Business, <i>Virginia Beach, VA</i>	May 2007
	M.Ed., Special Education Regent University School of Education, <i>Virginia Beach, VA</i>	May 2007
	B.A., Biblical Studies & Christian Education Zion Bible Institute, <i>Barrington, RI</i>	June 2001
Licenses	North Carolina, K-12 School Principal	Expires June 2016
	North Carolina, K-6 Elementary Education	Expires June 2016
	North Carolina, K-12 Special Education	Expires June 2016
Experience	Principal of Operational Compliance/Development Manager <i>Haliwa-Saponi Tribal School, Hollister, NC</i>	<i>June 2014 – Present</i>
	<ul style="list-style-type: none"> • Manage process for Charter Renewal with the Office of Charter Schools at the North Carolina Department of Public Instruction. • Serve as a liaison between the Office of Charter Schools & the Haliwa Saponi Tribal School. • File and/or cause to be filed all state and federal reports noted on the North Carolina Department of Public Instruction's Master Data Calendar. 	
	Assistant Principal of Curriculum, Instruction & Operations <i>Haliwa-Saponi Tribal School, Hollister, NC</i>	<i>June 2013 – June 2014</i>
	<ul style="list-style-type: none"> • Devise and execute plan for Read to Achieve Legislation compliance. • Institute the use of benchmark assessments from TE21/CASE and provide training to faculty on utilizing the assessment data to inform instruction. • Implement and provide oversight of the Beginning Teacher Support Program. • Collaborate with third-party vendor and provide on-site oversight for Homebase Implementation. • Facilitate staff development plan and professional learning networks for grades K-12. • Manage the North Carolina Educator Evaluation System, observe teachers and provide feedback as well as model instruction, as needed. 	
	Professional Consultant <i>Futures Education, LLC, Springfield, MA</i>	<i>September 2012-November 2012</i>
<ul style="list-style-type: none"> • Developed two evaluation instruments, based on research, to be used to evaluate special education paraprofessionals and Instructional Team Leaders in Detroit City Public School's pilot district, under auspices of Education Achievement Authority of Michigan. 		
Full-Time Principal Intern <i>Haliwa-Saponi Tribal School, Hollister, NC</i>	<i>August 2012 – May 2013</i>	
<ul style="list-style-type: none"> • Collaborate with the school superintendent in order to develop the school calendar, master schedule, determine teacher assignments, and coordinate with third party management vendor to create individual student schedules based on graduation requirements. • Assist the school superintendent with the processing of all invoices and maintenance of local chart of accounts. • Devise the Charter School Textbook Adoption Plan. 		
Testing Coordinator <i>Haliwa-Saponi Tribal School, Hollister, NC</i>	<i>October 2011 – May 2013</i>	
<ul style="list-style-type: none"> • Train administrators and proctors and enforce policies for testing and accountability to maintain compliance with State regulations. • Developed School Testing & Accountability Policies and Procedures Manual. • Provide annual presentation on Testing Data to School Board and Tribal Council. 		

Exceptional Children's Program Coordinator / EC Teacher
Haliwa-Saponi Tribal School, Hollister, NC

January 2010 – May 2013

- Serve as Chairperson for Exceptional Children's Continuous Improvement Performance Plan Stakeholder's Committee and facilitate all CIPP activities to ensure compliance with EC Indicators.
- Developed Exceptional Children's Policies and Procedures Manual.
- Oversee all scheduling for both teachers and students in the Exceptional Children's Program.
- Ensure timely compliance for the completion of all EC meetings, forms and CECAS data entry.
- Conduct regular Staff Development workshops on topics related to Exceptional Children.
- Researched, brought to Principal's attention and provided support in completing the application process to obtain several grants for Exceptional Children that our students qualified for, resulting in almost \$20,000 in additional revenues for Haliwa Saponi Tribal School.

Adjunct Professor

North Carolina Wesleyan College, Rocky Mount, NC

January 2010 – present

- Provide Instruction on the History of Exceptional Children, Exceptional Children's Legislation and other relevant topics related to working with children with special needs.

Fifth Grade Teacher & Exceptional Children's Program Consultant,

Haliwa-Saponi Tribal School, Hollister, NC

August 2009 – January 2010

- Support Principal by serving as a consultant for questions of compliance related to the Exceptional Children's Program.
- Managed the process to identify and correct significant issues of non-compliance within the Exceptional Children's Department at Haliwa Saponi Tribal School, resulting in no requirement for payback to the North Carolina Department of Public Instruction (NCDPI).

Exceptional Children's Teacher,

Rocky Mount Preparatory School, Rocky Mount, NC

August 2008 – August 2009

- Planned and delivered instruction for High School Exceptional Children in both self-contained and inclusive settings, meeting objectives for both the Occupational Course of Study as well as the NC Standard Course of Study.
- Developed a three year plan for roll out and implementation of Responsiveness to Instruction (RtI) for Rocky Mount Preparatory School.

Transaction Manager / Community Manager

*The Equity Fund, LLC & Sunset West, LLC dba STONEGATE
with professional management by Benchmark Management Group, LLC,
Rocky Mount, NC*

January 2006 – July 2008

- Provided professional on-site management of 54 acre development project.
- Effectively managed and marketed the manufactured housing community; consistently maintaining an occupancy rate between 85-100%.

Self-Contained Special Education Teacher / Student Teacher

Portsmouth Public Schools, Portsmouth, VA

August 2005 – December 2005

- Designed and delivered curriculum in line with state standards as well as student IEP goals and objectives.
- Successfully facilitated an education environment for student growth and development resulting in student academic achievement and mainstreaming of formerly self-contained special education students.

Director of Marketing & Recruiting

Regent University School of Education, Virginia Beach, VA

July 2003 - August 2005

- Wrote and executed annual marketing plan for the School of Education.
- Managed \$150,000 annual marketing budget in order to facilitate the implementation of effective marketing strategies to yield a 300% increase in qualified prospects for all School of Education programs and certificates.
- Represented the School of Education as a spokesperson at local and national information sessions and conferences.

References Available upon request.

P.O. Box 1084

(b)(6)

(b)(6)

Academic Background

Doctor of Philosophy (Ph.D.) in Curriculum, Instruction, and Counselor Education
Course Concentration—Psychology and Development of Worldview
Dissertation- Ordinary People: Untucking Oral Teachings, Traditions, and Stories of Southeastern Indians
North Carolina State University May 2002

Interdisciplinary Studies in Adult and Community College Education,
Educational Leadership and Higher Education December 1995
North Carolina State University

Certification in Educational Administration and Supervision
Professional Specialization: Kindergarten -12th grades June 1989
Pembroke State University

Master of Education (M.Ed.) in Guidance and Counseling
Professional Specialization: Kindergarten – 12th grades School Counseling July 1984
Campbell University

Bachelor of Science (B.S.) in Elementary Education
Professional Specialization: Kindergarten – 6th grades May 1983
Pembroke State University

Licenses, Certifications, and Professional Service

National Certified Counselor (NCC) Certificate - 67969
North Carolina Licensed Professional Counselor (NCLPC) License - 3607
North Carolina Licensed Professional Counselor Supervisor License -S3607
American Association of Christian Counselors
Community in Schools Advisory Board
State Advisory Council on Indian Education
UNCP FATE-First Americans' Teacher Education Advisory Board
North Carolina Association for Educators
UNCP Social Work Advisory Board
North Carolina School Counselors Association
American Counseling Association
AdvancED School Leader Evaluator (Systems Accreditation)
Member of the Alpha Pi Omega Sorority, Inc. – Oldest Native Greek Letter Organization

Professional Profile

Educational Consultant ~ Adjunct Professor

July 2014 – Current

Liberty University, Lynchburg Virginia (online)

- Ethical and Legal Issues (COUN 501)
- Counseling Adolescents and Their Families (COUN 620)
- Human Growth and Development (COUN 502)

University of North Carolina at Pembroke

- School Counseling Internship (field placement supervision - face-to-face and hybrid) – (CNS 6130)

Intertribal Talking Circle for the Prevention of Substance Abuse (Florida Atlantic University)

-Intertribal Talking Circle Facilitator

- Community-based participatory research -Choctaw (Oklahoma), Ojibwe (Minnesota), Lumbee (North Carolina)

Collaborative Institutional Training Initiative (CITI Program) – NIH Funded Research

- University of Washington – Indigenous Wellness Research Institute
- Ethics Training for Health in Indigenous Communities
- Trained to determine culturally relevant research ethics for American Indians and Alaskan Natives

**Public Schools of Robeson County
Director for Student Services**

2002-July 2014 (Retired)

Responsibilities

Supervision

- 60 School Counselors
- 26 School Social Workers
- 2 Full-time teachers—Homebound Program
- 2 Response to Instruction Curriculum Specialists~RtI Coaches

Power School

Lead Collaboration

- Reports and Attendance
- Registration
- GEAR UP- College Readiness

Service Delivery Models—Initiatives

- Design programs for Academic Development, Dropout Prevention and Intervention
 - Enrichment and Remediation—K-12
 - Keeping Kids in School (KKIS)
 - Freshman Seminar – Career Choices Curriculum, Career Cruising, Course Planner
 - Method Test Prep –SAT, ACT, Study Skills for 8th -12th graders (Advising)
 - Responsiveness to Instruction (Problem-Solving Model)—ezRtI
 - Contract with Crisis Mobile Units (Affective Domain)-Partnering with Community Care NC
 - Authorization for Consent and Disclose Protected Information Development
 - Request for Proposals Development
- Collaboration and Partnerships ~ Educators ~Agencies~Stakeholders
- Develop and nurture partnering relationships internally and externally

National and Community Involvement and Conflict Resolution
Office of Civil Rights—Washington, DC –Work to rectify complaints against the school system
(Assistant Superintendent and School Board Attorney)
Partner with parents, students, community members

Write and Coordinate Rural and Low Income School Grant (1,000,000.00)
Response to Instruction ~ Low Performing Schools
Staff Development and Consultation
Professional Learning Communities –Planning and Analysis through Academic Year
Collect and evaluate program data

➤ **Consultant Work**

- Contracted by Administration for Children and Families (U.S. Department of Health and Human Services) to Review Grants—Tribal Maternal, Infant, and Early Childhood Home Visiting Grant (Administration for Native Americans) –Washington, DC
August 2012
- Contracted by NC Department of Public Instruction to write a synthesis concerning Academic Intelligence and Giftedness in American Indian Students. NC Department of Public Instruction.
July 2011
- Contracted by UNCP (SOE) to write a professional development (CFDA 84.299B) application for grant. Received Grant (1,000,000) to increase the number of qualified Indian individuals in professions that serve Indian people. (FATE-UNCP) March 2005

Higher Education Teaching and Experience

Liberty University (Online)~ Center for Counseling and Family Studies 2014-Current

- Adjunct Faculty –Multiple Courses
COUN 501-Professional and Ethical Issues
COUN 620-Counseling Adolescents and Their Behaviors
COUN 502-Human Growth and Development

The University of North Carolina at Pembroke ~ School of Education 2002- Current

- Adjunct Faculty
- Adjunct Faculty—Multiple Courses—Face-to-Face and Online (Blackboard)
CNS 6130-School Counseling Internship (Spring 2015)
CNS 5800- Multicultural and Social Justice (Fall 2012)
MHC 5000- Professional and Ethical Issues (Fall 2010)
SCN 5000-The Professional School Counselor (Fall 2009)
EDN 566-Applied Educational Research
EDN 550-Applied Educational Psychology
EDN 553-Development, Education, and Learning
EDN 532-Culture, Communication, and Learning
EDN 310-Developmental Psychology-Birth to Young Adulthood
EDN 307-Middle Childhood Development
Robeson County Community College
Psychology 244-Child Development I

University of North Carolina at Pembroke 2000-2002

School of Education

- First Americans Teacher Education (FATE) Coordinator

Responsibilities

Design and coordinate FATE program
 Establish educational pipeline to increase the number of qualified American Indian teachers
 Plan professional developmental activities—School of Education students
 Maintain and balance budget for program
 Develop database to monitor students
 Assist FATE participants and School of Education students with advising and registration
 Consult and collaborate with School of Education faculty
 Plan, design, and coordinate conference:
 Rediscovering the Collective Strength of the Circle: A Conference on Integrative Approaches to Student Success

University of North Carolina at Pembroke 1998-2000
 ➤ Student Support Services Counselor (TRIO)

Responsibilities

Effectively provide academic and support services for first generation and minority students
 Provide individual and group counseling/academic and personal
 Organize career counseling sessions
 Advise and register freshman students
 Collaborate and work as team player in design of program and proposal writing projects
 Provide consultation and services to the Office of Advisement and Retention

➤ American Disabilities Coordinator (UNC Pembroke) 1998-2000

Responsibilities

Advocate for students with disabilities for equitable and unbiased education
 Interact and network with university faculty, staff, and external agencies for reasonable accommodations
 Liaison among students, faculty, staff, and administration

Public Schools of Robeson County 1985-1998
 ➤ School Counselor

Public Schools of Robeson County 1982-1985
 ➤ Classroom Teacher

Professional Service ~Presentations

Get Focused...Stay Focused Conference 2015 – Presentations for School Administrators and District Personnel~Santa Barbara, California, Santa Barbara City College ~ January 8-9, 2015

NC Women’s Summit, Connecting Communities, Creating Change – Served on Panel for Education ~ The Talley Center at NC State University ~ September 2014

Women Advance NC Redefining Robeson County –Served on Panel for Education ~ComTech Regional Center~July 2014

Response to Instruction (Rtl) Practices –Matching Teaching to Learning to Provide Every Indigenous Student the Opportunity for Academic Success ~World Indigenous Peoples Conference on Education Honolulu Hawaii ~ May 2014

Community Meeting National Advancement Association for Colored People ~ Concerns in Public Education and Black Students- Lumberton, NC August 2012
Building Practices for Live Sustainment: Toolkit for Students

2012 National Forum on Dropout Prevention for Native and Tribal Communities, Phoenix, AZ April 2012

Internalizing Strengths of Your People: Building Practices for Life Sustainment Native Access Info: Toolkit
2011 National Indian Education Association Albuquerque, New Mexico October 2011.
Community Advisory Board Native Student Issues in the Schools ~Lumbee Rite of Passage~ Wake Forest University July 2011

It's All About Growing Strong Native School Communities. National Indian Education Association San Diego, California October 2010.

How Full Is Your Bucket~ Psychological Warfare and the Grand Weaver PSRC Administrators Pinehurst, NC August 2010

Introducing Evidence-Based Dropout Data and Analyzing Implemented Promising Practices: Minority and First Generation Education: Challenges and Opportunities. Leadership NC Class XVII. Pinehurst, NC December 2009

Overview of Native Students and Academics. American Indian Women Conference, Pembroke, NC November 2008

Discovering Personality. Student Services. UNC-Chapel Hill. Chapel Hill, NC July 2008

Panel Member for Closing the Gap. Koury Center. Greensboro, NC April 2008

Are We 'Minding' Our Children? Academics and American Indian Students in NC UNCP, Pembroke, NC February 2008

Panel Member for Z. Reynolds Foundation. UNC-Pembroke. Pembroke, NC February 2008

PSRC Graduation Rates: Action Plan for Successful Outcomes National Indian Education Association Honolulu, Hawaii. October 2007

Navigating Through Black Water: A Successful NCLB Framework for American Indian Students Koury Center Greensboro, NC March 2007

Moving Mountains: A Successful NCLB Framework for American Indian Students. Anchorage, Alaska October 2006.

Public School Education and American Indians—Connecting Two Worlds. NC Humanities Council Pembroke October 2005

Growing into a Diverse NCLB School: PSRC Schools and Multiple Subgroups. School Principals Retreat
June 2005.

Effective Strategies that Moved the Mountain National Indian Education and U.S Department of Education.
Santa Ana Pueblo, New Mexico. April 2005

A Decision-Making Model for American Indians. National Indian Education
Phoenix, Arizona October 2004

The Bicultural Model for American Indians ~ Closing the Gap~ Greensboro, NC March 2004.

WORK EXPERIENCE

HALIWA-SAPONI INDIAN TRIBE

5/02- 02/10 // 02/13 - Present

Tribal Administrator, Haliwa-Saponi Indian Tribe

Responsible for all day-to-day operations and programs of the Haliwa-Saponi Indian Tribe. Represented the tribal government on tribal, local, county, state and national boards and organizations including 4 terms on National Congress of American Indians Executive committee 2 terms as regional vice- president for the Southeast.

6/00-5-02

Housing Director, Tribal Housing Hollister, NC

Responsible for the overall efforts of the Haliwa-Saponi Indian Tribe to bring about decent, safe, affordable housing, economic development activities and opportunities for the tribe. Coordinated annual budgets and tribal fundraising activities, including grant writing program review as well new project development. These activities also included the renovation and opening the state tribal own Charter School, which now employees over 35 tribal citizens.

HALIWA-SAPONI INDIAN TRIBE

10/98-6/00

Facilities Coordinator, Tribal Housing Hollister, NC

Responsible for the overall rehabilitation, construction, maintenance of all Haliwa - Saponi Tribal property. Duties rent and mortgage collection, executing all leases, mortgages and construction contracts, and providing monthly reports to director

METROLINA NATIVE AMERICAN ASSOCIATION

Director, 3/95 – 6/97 Charlotte, NC

Directs the administration of all Association activities: monitors programs goals and objectives. Responsible for the development and implementation of annual and comprehensive plans as well as responsible for the financial and personnel management of the Association. Furthermore, the responsibilities of the director include proposal writing, contact with funding agencies, and fundraising in other areas. The director also serves as a spokesperson and liaison between the Association and the greater community on the local, state and federal level, maintenance of auto, all equipment and minor repairs to facility.

SELF EMPLOYED ARTIST/CONSULTANT

Artist/Consultant, 7/75 – Present

Coordinated arts and crafts demonstrations and educational workshops for a variety of organizations. Resident Artists Wake County Arts Council, South Carolina Arts Council and Columbia City Arts Council. Consulted various organizations, companies, and educational institutions on culturally sensitive issues. Owner Operator of Home Improvement and custom woodworking , custom fixtures and cabinetry.

Certifications

QUAN TECH - Lead-Based Training, March 2001

HUD Environmental Assessment Certification

Community Revitalization Training Center

Rehabilitation Construction Management

Codes and Standards in Housing Rehabilitation,

Managing New Construction

References upon Request

Priscilla J. Maynor, Ed.D

(b)(6)

OBJECTIVE

To partner and provide leadership, strategic guidance and support to organizations engaged in the development of learning systems and education innovation that value diversity, high quality education and improved learning opportunities and outcomes for indigenous and underserved children and youth.

EXECUTIVE PROFILE

Priscilla is the founding principal of imaginED Partners, an American Indian owned educational leadership and design group. imaginED Partners serves as a catalyst in transforming education and the economic future of indigenous and underserved youth. Priscilla's mission is to help communities and organizations leverage new knowledge and technologies to design and implement culturally responsive learning models, systems and supports that better serve children. In her work, she has successfully partnered with community and school leaders, tribes and tribal organizations, government agencies, colleges and universities, nonprofits and foundations. Priscilla is recognized nationally for her broad knowledge base and progressive leadership in various education initiatives and reforms spanning from early childhood through higher education. She has significant experience working with diverse communities, fostering collaboration, and a strong business acumen and demonstrated understanding of learning organizations and the quality supports required to advance student outcomes and increase organizational effectiveness.

PROFESSIONAL CAREER PROGRESSION

LEADERSHIP AND ADMINISTRATION

FOUNDER AND LEAD PRINCIPAL. imaginED Partners, LLC, March 2014- Present

- Provide education consulting services, training and technical assistance supporting schools, tribal communities and organizations, government agencies, nonprofits and foundations

EXECUTIVE VICE PRESIDENT. SHARED LEARNING SYSTEMS & LEADERSHIP DEVELOPMENT. Center for Educational Leadership & Technology, August 2011-March 2014

- Managed a portfolio of leadership development and strategic management projects
- Managed a consortium of 9 state education agencies and supported the work of the Shared Learning Collaborative funded by the Bill & Melinda Gates Foundation and Carnegie Foundation of New York
- Partnered with the Reform Support Network (RSN) to provide technical assistance to the Race to the Top states and published guidance documents

REGIONAL LEAD. North Carolina Department of Public Instruction, October 2008-August 2011

- Operationalized statewide regional roundtables and managed teams that supported school leaders in lowest-performing districts and schools
- Analyzed impact of initiatives and trends, monitored progress and supported implementation of local Race to the Top detailed scopes of work including implementation of the new teachers' and school leaders' evaluation and the implementation of common core state standards
 - Highlights:
 - Reduced the number of low performing schools from nine to two, within one region, in two years

1

STATE LEAD, STATE ADVISORY COUNCIL FOR INDIAN EDUCATION. North Carolina State Board of Education, July 1998-October 2010

- Developed the state's Indian education strategic plan, led policy and program reform initiatives, managed state and tribal partnerships and a consortium of Title VII Indian Education Directors
 - Highlights:
 - One of the first states in the nation to report American Indian specific student performance data; annual report promoted nationally by OIE as a model
 - State curriculum standards inclusive of the state's tribal cultures approved
 - Launched a web-based professional development institute on the state's tribes and an online instructional resources library for teachers
 - Kituwah Preservation and Education Program, a dual language immersion, birth to grade 5, program by a state tribe launched

EXECUTIVE DIRECTOR. Agency Operations and Information Management, North Carolina Department of Public Instruction. October 2003-October 2008

- Directed the agency's data management, strategic planning and performance management efforts
- Oversaw the Department's communications and led a staff of >20 responsible for media relations, public information and marketing, the public website and web-based resources, graphic design, printing and duplicating and publication sales
 - Highlights:
 - Launched the NCLB State Report Card
 - Secured federal grant (\$6 million) to create a longitudinal data system
 - North Carolina recognized as a top performing state in data quality improvements by DQC

SENIOR ADVISOR TO THE STATE SUPERINTENDENT. Office of the State Superintendent. July 1998-October 2003

- Served as senior advisor to the state superintendent and led special projects
 - Highlights:
 - New state early education governance structure
 - More at Four Pre-K pilot program created
 - Center for Afterschool Programs launched; quality standards established

EDUCATION CONSULTANT. North Carolina Department of Public Instruction, Exceptional Children Division. January 1995-July 1998

- Administered North Carolina's State Advisory Council on Educational Services for Exceptional Children
- Administered the state complaint management and due process hearing and appeals system in accordance with Part B of the Individuals with Disabilities Education Act (IDEA) and led parent support initiatives

UNIVERSITY TEACHING

ADJUNCT FACULTY. University of North Carolina at Chapel Hill, School of Education, Educational Leadership, January 2014-Present

ADJUNCT FACULTY. University of North Carolina at Pembroke, School of Education, Special Education, May 2001-December 2005

EXPERIENCE AS A PRACTITIONER

DISTRICT ADMINISTRATOR. Public Schools of Robeson County, Supervisor for Special Education Services

PRINCIPAL. Bryan Learning Center and Preschool Program for Children with Disabilities, Public Schools of Robeson County

TEACHER, Pembroke Elementary School, Public Schools of Robeson County

EDUCATION

University of North Carolina at Chapel Hill, Chapel Hill, NC
Doctorate of Education: Educational Leadership (2011)

University of North Carolina at Pembroke, Pembroke, NC
Masters of Arts Certification: Educational Administration and Supervision (1994)

Fayetteville State University, Fayetteville, NC
Masters of Arts: Special Education (1989)

Pembroke State University, Pembroke, NC
Bachelor of Science: Special Education (1985)

CERTIFICATIONS

North Carolina: Superintendentcy, School Administrator (Grades K-12), Exceptional Children Program Administrator (K-12), Mentally Handicapped (K-12), Specific Learning Disabilities (K-12), Preschool Handicapped and Teacher Mentor

CURRENT BOARDS AND COMMUNITY SERVICE

Board Member and Secretary, Strategic Leadership by Design
Advisory Board Member, UNC American Indian Center
Board Member, UNC Advisory Committee on Racial and Ethnic Diversity
Board Member, American Indian Center, UNC-Chapel Hill
Board Member and Vice Chair, Charter School, Pine Springs Preparatory
Board Member, NC State Employees' Credit Union, Holly Springs Branch

FELLOWSHIPS AND HONORS

Barbara Jackson Scholar, University Council for Education Administration, 2007-10
William C. Friday Fellow, Wildacres Leadership Initiative, Class of 2001-03
President's Recognition of Leadership, National Indian Education Association, 2003
Education Policy Fellow, Institute for Educational Leadership, 1998-99
Young Executive Fellow, NC Citizens for Business and Industry, 1999-2003

PUBLICATIONS

Brownyn, F., Maynor, P., White, N., English, F., and Ehrich, L. (2013). International Handbook of Educational Leadership and Social [In]justice, Volume II., *Living with the legacy of conquest and culture: Social justice leadership for the Indigenous peoples of Australia and America*, Chapter 33, Springer Publishing.

Maynor, P. (2011). *Bourdieu's Habitus and the Educational Achievement of North Carolina's American Indian Students: An Empirical Investigation*. Doctoral Dissertation, University of North Carolina at Chapel Hill.

PRESENT AND PAST AFFILIATIONS

- National Indian Education Association (NIEA)
- University Council for Education Administration (UCEA)
- American Educational Research Association (AERA)
- State Advisory Council on Indian Education (SACIE)
- NC Interagency Council for Early Intervention, Member
- Education Committee; NC Commission of Indian Affairs, Member

3

- BMGF Technology Partnerships Network, Member
- Data Quality Campaign (DQC), Advisory Board Member,
- Emerging Issues Forum; Higher Education Taskforce, Member
- Education Information Management Advisory Consortium, CCSSO, State Lead
- Decision Support Architecture Consortium (DSAC), CCSSO, State Lead
- National Indian Education Association Convention, NIEA 2003 Planning Committee
- Executive Committee for GEARUP NC; UNC General Administration, Member
- Governor's Council on Hispanic and Latino Affairs, Member
- NC Leadership Council for Healthy Schools, Member
- Governor's Crime Commission, Member
- State Advisory Council on Juvenile Justice and Delinquency Prevention, Member

Trina R. Lynch

(b)(6)

Objective

To obtain a challenging position with a growing organization that will provide opportunities for personal and professional growth.

Skills

- ❖ Keyboarding-45 wpm
- ❖ Electronic Calculator
- ❖ Microsoft Works
- ❖ Microsoft Word/Excel
- ❖ Multi-Line Telephone
- ❖ Data Entry
- ❖ Various Electronic Databases in support of State and Federal Grants

Work History

2013-Present- Financial Officer, Haliwa-Saponi Indian Tribe, Inc.

Prepare bi-monthly payroll for a minimum of 25 employees, maintain monthly budgets for Federal and State Programs, code and process invoices monthly, maintain Petty Cash, prepare and process quarterly report for Federal and State programs, process Bank Deposits, maintain Homebuyer and Rental Property payment Spreadsheets, monthly, prepare and File Drawdown vouchers for Federal Programs, prepare for annual Audit, and provide assistance to CPA and CPA staff during audit

2000-2013- Administrative Assistant, Haliwa-Saponi Indian Tribe, Inc.

Prepare files for Facilities Coordinator, receipt money, help keep up with rental property and house payments, and assist financial officer when needed.

1994-2000- Roanoke Amaranth Community Health Group Hospital, Billing/Tracking, Jackson, NC

Gather hospital information, filing, and keying computer data.

1990-1994- OB/GYN Associates of Roanoke Amaranth Community Health Group, Office/Receptionist, Jackson, NC

All receptionist duties, filing, record recording, and keying computer data.

1989-1990- Hedgepeth & Associates, Secretary/Receptionist, Rocky Mount, NC

All secretarial and receptionist duties, typing, filing, record recording, and some keying of computer data.

Education

1986-1988- Accounting, Nash Community College

1986- High School Diploma, Northwest High School

References

Available upon request.

RESUME

Brucie Ogletree Richardson, EdD

(b)(6)

CAREER OBJECTIVE: To further improve educational opportunities for Indian students in North Carolina.

EDUCATION: Nash Technical College
Rocky Mount, NC
AGE Degree, May 1984

North Carolina Wesleyan College
Rocky Mount, NC
Bachelor of Science Degree, May 1986

North Carolina Central University
Durham, NC
Master's Degree in Educational
Administration, May 1989

North Carolina State University
Raleigh, NC
Certificate/Supervision, December 1990

East Carolina University
Greenville, NC
Educational Specialist Degree, August 1991

NOVA Southeastern University
Fort Lauderdale, FL
Doctor of Education Degree, March 1999

WORK EXPERIENCE: August 2013-Present
NC Department of Public Instruction
State Advisory Council on Indian Ed
Liaison

July 2005- June 2006
Haliwa -Saponi Tribal School
Hollister, NC
Administrative Consultant

June 2000 - June 2005
Haliwa-Saponi Tribal School
Hollister, NC
School Administrator

June 2000- August 2000
North Carolina Wesleyan College
Rocky Mount, NC
Instructor

January 2000- June 2000
US Census Bureau
Greenville West Office
Greenville, NC
Recruiting Assistant

August 1999 - October 1999
Haliwa-Saponi Tribe, Inc.
Hollister, NC
Consultant, Proposal Writer

February 1998 - June 1999
Warren County Schools
Warrenton, NC
Preschool Coordinator

July 1996- February 1998
Warren County Schools
Warrenton, NC
Elementary School Asst. Principal

October 1991 - June 1996
Warren County Schools
Warrenton, NC
High School Assistant Principal &
Part-time Title V Indian Education
Director

June 1993 - July 1998
Warren County Schools
Warrenton, NC
Summer School Principal

October 1989 - June 1991

Warren County Schools
Warrenton, NC
Preschool Coordinator & Title V Indian
Education Director

August 1986 - October 1991
Warren County Schools
Teacher & Part-time Title V Indian Education
Coordinator/Director

August 1984 - June 1985
Nash Community College
Rocky Mount, NC
Part-time Tutor - AGE Degree Program

September 1974- July 1986
Warren County Schools
Warrenton, NC
Indian Education Home-School Coordinator

September 1974 - February 1975
Vance-Granville Community College
Henderson, NC
Part-time Extension Area Supervisor

September 1974 - February 1975
North Carolina Commission of Indian
Affairs, Raleigh, NC
Part-time Counselor - Halifax and Warren
County Schools

July 1970 - December 1973
Franklin-Vance-Warren Opp. Inc.
Henderson, NC
Supervisor/Coordinator

January 1967 - May 1968
Haliwa Indian School
Warren County Schools
Warrenton, NC
Teacher

February 1964 - May 1966
Haliwa Indian School

Warren County Schools
Warrenton, NC
Librarian, K-12

August 1963 - February 1964
Haliwa Indian School
Warren County Schools
Warrenton, NC
Substitute Teacher

CLUBS AND ORGANIZATIONS:

1997 - 2000
Member - North Carolina Indian Education
Advisory Council
North Carolina Department of Public
Instruction
Raleigh, NC

Member - Scholarship Committee,
Women on Missions,
Co-Chair 50th Anniversary Committee
Mount Bethel Indian Baptist Church
Warrenton, NC

Chief-Haliwa-Saponi Indian Tribe
Hollister, NC

MICHELLE VARIAN

(b)(6)

SCHOOL ADMINISTRATOR (PRINCIPAL)

Accomplished educational professional, with 7 years of experience as a principal and over 20 years of experience training/ managing teachers and establishing dynamic, vibrant academic environments. Unique depth of knowledge in the field, with extensive experience creating innovative curriculum, engaging students, and implementing comprehensive educational solutions.

Multi-Project Management • Educational Administration • Teaching/ Curriculum Development
Personnel Training and Management • Strategic Development • Operational Analysis and Improvement
Physical Education • Resources Allocation • Team Building • Decision-Making Authority
Recruitment/ Retention • Member, Association for Supervision and Curriculum Development

PROFESSIONAL EXPERIENCE

HALIWA-SAPONI TRIBAL SCHOOL, Hollister, North Carolina • 2014 – present

Public charter school with a mission to infuse American Indian culture into the program with an emphasis on improving academic achievement, 183 students spanning K-12, 76% American Indian, 21% African American, 3% other, 82% free or reduced lunch

Principal of Daily Operations, Grades K-12: Oversee all operations. Recruit, supervise and mentor teachers and staff, co-direct strategic development, benchmarking, academics, and policies/ procedures. Develop and implement curriculum. Plan and implement school-wide procedural adjustments to promote growth. Initiate increased data-driven instruction including the use of personal education plans, RTI process, and data teams.

- Adjusted school budget to stop the trend of writing deficit budgets and initiated the seeking of revenue through grants to sustain the operation of the school.
- Collaborated with the Haliwa-Saponi Tribe to hire a company to complete a curriculum audit, identified a needs assessment, and then created a strategic academic plan to improve student achievement, raising levels of rigor and expectation in the school-wide program.
- Implemented a multi-age K/1 program that yielded strong comprehensive achievement scores.
- Established a culture of behavioral boundaries, enforcing discipline, and allowing teachers to focus on teaching rather than student management.
- Worked closely with the Athletic Director/Basketball Coach to establish an athletic program that instilled discipline and academic focus while teaching fundamentals and teamwork. Head coach for the Junior Varsity Boys' Basketball team, assistant to the Varsity Boys' and Girls' program.

AMESON AP+ AMERICAN HIGH SCHOOL, Nanjing, China • 2013 - 2014

Magnet school within host Chinese high school with Chinese students enrolled in AP courses and English intense preparation classes for the TOEFL and SAT exams to attend American universities.

Site Principal, Grades 10-12: Evaluate teacher performance with the purpose of introducing western methodology into the instructional presentation, research-based best practices and 21st century skills directed. Problem solve language barrier issues to facilitate communication between staff and parents. Oversee daily operations, faculty meetings, PLC group leader meetings, discipline, and budget requests.

- Address problematic lack of motivation for senior three students after testing requirements are met through direct communication to parents.
- Increase English usage and practice by students outside of class through clubs, American TV/Movie viewings and discussions, and reading popular American teen novels.

- Create cohesive working relationship between foreign international staff and Chinese staff.
- Implement introduction to business/economics course for Senior 1 students in response to parent feedback.
- Restructure English instruction into comprehensive content involving speaking, listening, writing, and grammar; embed TOEFL and SAT skills and strategies into all content areas.
- Teach Academic writing and oral conversational English

EDWARDS-KNOX CENTRAL SCHOOL. Russell, New York • 2010-2013

Public school system with approximately 600 students, spanning pre-K to twelfth grade; Title I. 99% Caucasian, 1% other, 67% free or reduced lunch students.

Principal, Grades 7-12: Oversaw all operations. Recruited, supervised and mentored teachers and staff; directed strategic development, benchmarking, academics, and policies/ procedures. Developed and implemented curriculum; managed testing and compliance to statewide/ federal standards. Oversaw events and planning. Enforced discipline, established commendation policies, and provided personalized guidance to students with special needs. Planned and implemented district-wide procedural adjustments to promote growth. Implemented first use of Odysseyware in classroom.

- Increased number of specialized courses offered to middle and high-school students (including enrichment, remedial, and AP classes).
- Innovated use of new school management system (Schooltools) that drastically increased accuracy and efficiency.
- Ensured thriving environment for extra-curricular activities and increased visibility of Principal/ staff support in the same.
- Empowered individual and organizational development; upheld overall policy while creating space for creativity and innovation
- Supported teachers while ensuring academic quality; created dynamic, responsive school environment.

ROCKY MOUNT PREPARATORY SCHOOL. Rocky Mount, North Carolina • 2008-2010

Title I school with approximately 1050 students, ages K-12. 60% African American, 36% Caucasian, 4% other, 63% free/ reduced lunch students.

Principal, Grades 9-12: Oversaw all operations for grades 9-12; directed testing, curriculum development, extracurricular activities, agenda-setting, and quality control. Ensured vibrant environment for students, teachers, and staff; empowered growth of school culture and academic excellence. Adjusted development strategies to reflect lessons learned in operational analysis. Led orientations and special events. Emphasized individual development.

- Significantly raised test scores in eight distinct academic categories (to over 80% proficiency).
- Developed and implemented comprehensive remedial programs, including summer school, Academic Labs and Homework Support; increased parental involvement, hired supplemental staff as necessary, and helped struggling students achieve academic success.
- Oversaw four teachers' certification to teach AP courses, increasing overall offerings.
- Pioneered use of/ access to new technology; built two mobile computer labs (20 laptops each); procured 20 computers for special-education classrooms, 9 tablets and 3 classroom responder systems.
- Improved teacher retention via consistent, communicative evaluation/ outreach.
- Designed and implemented motivational programs that rewarded academic achievements.
- Mentored/ evaluated teachers, encouraging strengths while identifying potential areas of growth.
- Created food/ pantry closet for students in need.
- Established character education programs; promoted environment of respect and cooperation.
- Pioneered use of hybrid inclusion program.

DRYDEN CENTRAL SCHOOL. Dryden, New York • 1987-2008

Class B School; approximately 1800 students, ages K-12. 95% Caucasian, 3% African American, 2% other, 37% free or reduced lunch students.

Physical Education Teacher: Taught Physical Education to students at the primary level for seventeen years; subsequently transferred to high school level. Coached boys' and girls' teams in modified, Junior Varsity, and Varsity soccer, basketball, and softball. Created and tailored curriculum to meet needs of students, depending on age and abilities. Served as key member of athletic policy committee.

- Recognized in Who's Who Among Teachers (2004).
- Received Francis O. Streater (Dryden Coach of the Year) award, 2008.

ST GILES SUMMER JUNIOR COURSES. Flushing, New York • 2013

ESL summer program; approximately 55 campers, aged 14-18 from various countries in the world.

CAMP REGIS-APPLEJACK. Paul Smiths, New York • 2000-2001, 1993-1995

Residential summer camp; approximately 300 campers, aged 6-16.

Center Director/Program Director: Oversaw all day-to-day operations; directed smooth transition into summer activities. Managed transportation, activities, housing.

- Ensured outstanding experience for all campers; promoted parental satisfaction.

Career Note: Previous experience includes 11 years of Camp Director experience at several different camps; details available upon request.

EDUCATION

Certificate of Advanced Study in Educational Leadership

SUNY Cortland, Cortland, New York

Master of Science in Physical Education

University of Arizona, Tucson, Arizona

Bachelor of Science in Physical Education

Ithaca College, Ithaca, New York

CERTIFICATIONS: New York State Permanent Certification: School District Administrator K – 12

New York State Permanent Certification: Physical Education K – 12

North Carolina Professional Certification: School Principal

Additional Training: NY Teacher Evaluation Training, Marzano Teacher Framework Training, Effective Teacher Training for Administrators, Project-based Learning for Administrators, Building Academic and Content Area Vocabulary in Grades 5-12, Teaching with Poverty in Mind, Introduction to Using an iPad in the Classroom, Student Learning Objective Training, Reading in the Content Area.

REFERENCES

(b)(6)

Job Descriptions

Project Director- 5% The position will have overall operational and management responsibility in completing the HSNYI process and will serve as its primary spokesperson. The Project Director participates in the monthly and quarterly meetings with HSYI Tribal Council Executive Committee, management team and Youth Advisory Committee. The Project Director collaborates and discusses HSNYI development such as data results, student performance, successes, and needs for modification. The Project Director consults and collaborates with the Program Manager weekly.

Project Manager- (45%) The position is responsible for the daily operations of the HSNYI grant. Consults and collaborates with the Project Director and other key personnel. The project coordinator organizes and manages HSNYI events, resources and creates a system of checks and balances for HSNYI implementation of project goals, data collection, and measured objectives. The Project Manager functions as a change agent and leader.

Instructional Literacy/Math Coach – (100%)

Duties and Responsibilities: • Develop and support a culture of reflective practice among teachers. Coach teachers, model lessons, and provide feedback to teacher -colleagues. Participates in professional development to build specific knowledge and skills to work with teacher -colleagues to improve classroom practice. Conduct planning meetings (PLC) with teachers to analyze student work, review information regarding classroom assessments, and plan for instruction within programs. Assist teachers to embed assessments into daily instructional work and differentiate instruction to close gaps and

improve student achievement. The Instructional Literacy/Math Coach participates in working toward achieving performance objectives and outcomes of the HSNYI.

Indian Education Instructional Coach-(50%) Develop and support a culture of reflective practice among teachers regarding cultural responsiveness to the Haliwa-Saponi Indians. Coach teachers, model lessons, and provide feedback to teacher - colleagues. Serve as a liaison to student, teacher and community in cultural practices. Participates in professional development to build specific knowledge and skills to work with teacher -colleagues to improve classroom practice and understand Native learners. Conduct planning meetings (PLC) with teachers to analyze student work, review information regarding classroom assessments, and plan for instruction within programs. Advocate for the well-being of all Indian children and tribal families. Assist teachers to embed assessments into daily instructional work and differentiate instruction to close gaps and improve student achievement.

Professional Services Contractual – Work performed by an independent contractor requiring specialized knowledge, experience or similar capabilities for a specified amount of time.

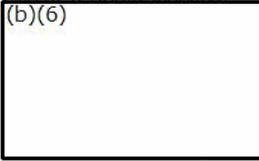
A review of the data collected as summary profiles will be reviewed and analyzed during the last year of the project. Successes and best practices will be discussed for continued increase in college and career readiness and decrease in barriers. Those activities to continue include the practice of collectivistic approach and the traditional way of problem solving regarding the well-being and quality of life of the tribal community. Best practices in the school are activities that will become instructional norms include 1) assessment of Learning Styles and Teaching Styles- which will be used for differentiation instruction, Response to Instruction (RtI), Multi-tiered Systems of Support and Positive Behavior Intervention Support (PBIS). These indicators, practices, and strategies will be considered in foundational policy in PLC as well. Building a resource library from professional development and demonstrating opportunities with the Iredell-Statesville Schools' model embed in classroom instruction and pedagogy. The coaches hired through HSNYI will be retained for continued employment after the conclusion of the grant. An expected outcome of HSNYI is growth in student achievement resulting in increased student enrollment; this will build a sustainable revenue source to supplant HSNYI funds. Student-Led Conferences will establish a mainstay for student accountability and increase in parental involvement. EXPLORE, PLAN and ACT or SAT will establish the expectation for teachers and students to comprehensively explore and dissect individual academic deficits and/or student strengths. This data will be used in career planning and course registration for more rigorous instruction, including AP courses. Seminars for tribal community inclusion and cultural relevance will continue. Relationships that grow out of HSNYI including community- based programs such as Teen Court and Title VII will be maintained and invited to participate in school events and continue to create pipelines for student opportunity.

Haliwa-Saponi Tribal Council

Chief Dr. B. Onletree Richardson

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Updated: 6-26-15



Jeff Anstead, Vice-Chief

Earl Evans

(b)(6)



Rev. Michael Richardson, Chair

Ladonna E. Richardson

(b)(6)

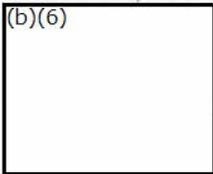
(b)(6)



Alfred Richardson, Vice-Chair

Roena Daniel

(b)(6)



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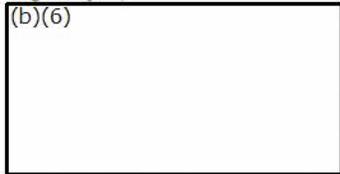
Ella Viverette, Secretary

Reginald Lynch, Sr.

(b)(6)



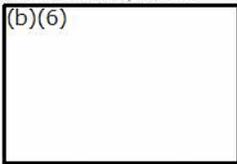
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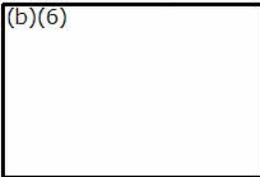
Rev. John R. Lee, Treasurer

Ladonna D. Richardson

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ARTICLE IV

- Section 1: The above enumerated powers will be in no way limited in the authority of this Corporation which shall be authorized to do any and all things to carry out the functions for which it was formed, not in conflict with the laws of the State of North Carolina.
- Section 2: This Tribal Organization shall be the parent organization under which other Haliwa Indian Corporations may be formed.

ARTICLE V

- Section 1: The business of the Corporation shall be managed by the Chief and the Tribal Council upon approval of majority vote of the tribal members.
- Section 2: The number of the Tribal Council constituting initial board of directors shall be thirteen and the names and addresses of the persons who are to serve as councilmen, until their successors are elected and qualified are;

W.R. Richardson, Route 1, Box 329, Hollister, North Carolina - Chief
Percy Richardson, P.O. Box 40, Hollister, North Carolina - Vice - Chief
William McGee, Route 1, Box 60, Hollister, North Carolina -
Glen Richardson, Route 3, Warrenton, North Carolina
McCray Richardson, Route 3, Warrenton, North Carolina
Macarthur Mills, Route 3, Warrenton, North Carolina
Joseph Oliver Richardson, Route 1, Hollister, North Carolina
Marcalious Green, Route 1, Hollister, North Carolina
Dennis Copeland, Route 1, Hollister, North Carolina
Baldy Edward Richardson, Route 1, Hollister, North Carolina
Eugene Richardson, Route 1, Hollister, North Carolina
Jessie Richardson, Route 1, Hollister, North Carolina
Herbert J. Richardson, Route 3, Warrenton, North Carolina

ARTICLE VI

- Section 1: The Haliwa Indian Tribal Corporation shall have members of such classes as provided in the By - Laws.

ARTICLE VII

See attached Provisions marked Exhibit A.

By-Laws
Of The
HALIWA-SAPONI INDIAN TRIBE

AMENDED

August 25, 1997
December 19, 2003
March 22, 2004
July 6, 2004
October 4, 2004
September 7, 2005
August 21, 2006
April 26, 2012

HALIWA-SAPONI INDIAN TRIBE

Approved by Tribal Council: April 26, 2012

By-laws Approved by Tribal Council 4-26-12
Filename: By-laws HSIT 4-26-12

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**BY-LAWS
Of the
Haliwa-Saponi Indian Tribe**

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By-laws Approved by Tribal Council 4-26-12
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**BY-LAWS
Of The
HALIWA-SAPONI INDIAN TRIBE**

ARTICLE I - ORGANIZATION

Section 1.1-Organizational Name: The business and organizational name of the Tribe shall be "Haliwa-Saponi Indian Tribe."

Section 1.2-Governing Authority: The powers of the Haliwa-Saponi Indian Tribe shall be vested in the Haliwa-Saponi Tribal Council.

Section 1.3-Seal of the Tribe: The seal of the Haliwa-Saponi Indian Tribe shall be in the form of a circle and shall bear the name of the Tribe, and the year, 1953, that indicates the year the Tribe was formally organized and the year, 1965, to indicate the year the Tribe received recognition by the state of North Carolina. The Tribal Seal is reflective of the culture of the Haliwa-Saponi Indian people by its display of tobacco, corn, rain clouds and the black snake. The Seal of the Tribe shall be proprietary property of the Tribe, and legally copyrighted with the appropriate federal and state government agencies as such. (*See appendix*).

Section 1.4-Office of the Tribe: The Administrative Office of the Tribe shall be headquartered at the Chief W. R. Richardson Tribal Government Complex, located approximately one mile south of Essex, North Carolina at 39021 Highway 561. The Tribal mailing address shall be Post Office Box 99, Hollister, NC 27844.

Section 1.5-Other Tribal Offices: The Tribe may establish other offices at other locations or places either within or outside of the State of North Carolina to conduct Tribal business as deemed necessary by the Tribal Council.

Section 1.6-Number of Tribal Council Members: There shall be a total of eleven (11) Tribal Council members, inclusive of the Chief and Vice-Chief.

ARTICLE II - PURPOSE

Section 2.1-Purposes Stated: The purposes of the Haliwa-Saponi Indian Tribe are as follows;

- (a) To protect the interest, identity and rights of the Haliwa-Saponi Indian people.
- (b) To promote the cultural and traditional heritage of the Haliwa-Saponi Indian people of Halifax, Warren, and surrounding counties.
- (c) To promote the advancement of the Haliwa-Saponi Indian people by securing educational, health, economic development, housing, cultural and social programs.

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- (d) To promote, maintain and foster good public relations with local, state, federal and other Tribal Governments and business entities.
- (e) To promote good will, peace and harmony within the Tribal community and other Indian Tribes.
- (f) To serve as a forum through which concerns and issues of the Haliwa-Saponi Indian people may be addressed.

ARTICLE III – OFFICERS AND DUTIES

Section 3.1-Officers: The officers of the Haliwa-Saponi Indian Tribe shall consist of the Chief, Vice-Chief, Council Chairperson, Council Vice-Chairperson, Council Secretary, Council Treasurer, Tribal Secretary, and Assistant Tribal Secretary.

Section 3.2-Tribal Chief: The duties of the Tribal Chief shall be to represent and promote the cultural and traditional heritage of the Tribe to its members and the public. The Chief shall preside at all annual, general and special meetings of the Tribe, except as otherwise provided for by resolution of the Tribe or otherwise provided for in the By-Laws. The Chief shall sign all contracts, deeds and other legal instruments entered into by the Tribe. At each Tribal meeting the Chief shall submit recommendations and information as he/she may consider proper concerning the business affairs and policies of the Tribe. The Chief will serve as one of the check signers for Tribal and project checks.

Section 3.3-Vice-Chief: The Vice-Chief shall perform the duties of the Chief in his/her absence and in the case of resignation or death, the Vice-Chief shall perform such duties as imposed on the Chief for the remainder of his/her (*Chief*) term.

Section 3.4-Tribal Council Chairperson: The Chairperson of the Tribal Council shall preside at all Tribal Council meetings and execute directives of the Tribal Council. Also the Council Chairperson shall Chair other Tribal meetings of the Tribe in the absence of the Chief and/or Vice-Chief. The Chairperson of the Tribal Council will serve as one of the check signers for Tribal and project checks.

Section 3.5-Tribal Council Vice-Chairperson: The Vice-Chairperson of the Tribal Council shall assist the Chairperson in the performance of his/her duties and responsibilities. The Vice-Chairperson shall perform the duties of Chairperson if the Chairperson is unable to do so. The Vice-Chairperson shall serve as the Chairperson in the event of the resignation or death of the Chairperson, for the remainder of his/her term.

Section 3.6-Tribal Council Secretary: The Council Secretary shall record all minutes of the Tribal Council meetings. The Secretary shall keep records of all meetings, records of all elected officials, records of attendance and assist the Tribal Administrator, Chairperson and Chief with

the preparation of the agenda for all meetings. A Tribal staff member may serve as recording secretary or the Council may appoint another Tribal member to assist the Secretary.

Section 3.7-Treasurer: The Treasurer shall be responsible for ensuring that the necessary financial policies and practices are in place and that such policies and practices are used to accurately account for all funds received and disbursed by the Tribe. The Treasurer shall chair the Tribal Finance Committee of the Tribal Council.

Section 3.8-Tribal Secretary: The Tribal Secretary shall record all minutes of the Tribal meetings, records of Tribal officials, records of attendance, assist the Chief in the preparation of the agenda for all Tribal meetings. The Tribal Secretary shall be elected yearly by majority vote of those attending the regular January meeting. Minutes of Tribal meetings are to be submitted to the Tribal office at least one week prior to the next regular meeting.

Section 3.9-Assistant Tribal Secretary: The Assistant Tribal Secretary shall record minutes of all meetings in the absence of the Tribal Secretary. The Assistant Tribal Secretary shall be elected yearly by majority vote of those attending the regular January meeting.

Section 3.10-Tribal Princess: The Tribal Princess will serve as an ex-officio youth member of the Tribal Council.

ARTICLE IV – TRIBAL STAFF

Section 4.1-Tribal Administrator: The Tribal Administrator shall have the responsibility of supervising the overall administration of the projects and business affairs of the Tribe subject to the discretion of the Tribal Council. He/She shall be charged with the management of the Tribe's programs, projects and other activities, and shall serve as a non-voting, ex-officio member of the Tribal Council and the Haliwa-Saponi Tribal School Board. The Tribal Administrator shall be responsible for the Tribal property and the preparation of all reports required by the program sponsors. The Tribal Administrator will meet all program goals and objectives and supervise all tribal staff. The Tribal Administrator is empowered to hire and fire staff, make Tribal bank deposits, but may not withdraw or transfer funds without approval of the Chief or Council Chairperson. The Tribal Administrator will serve as one of the signers for Tribal and Project checks. The Tribal Administrator and all other staff who handle Tribal funds must be bonded in an amount sufficient to cover funds on deposit.

Section 4.2-Additional Duties: The Tribal Administrator shall perform such other duties and responsibilities as may be necessary from time to time, or by the by-laws, or rules and regulations of Tribally sponsored programs.

Section 4.3-Tribal Financial Officer: The Tribal Financial Officer shall keep an accurate account of all funds received and disbursed. The Tribal Financial Officer shall be bonded in an amount equal to the amount of Tribal funds on deposit. The Tribal Financial Officer shall give a

written report of all Tribal bank accounts at the regular Council meetings and at other meetings as requested by the Tribal Council.

ARTICLE V - MEETINGS

Section 5.1-Meetings: All meetings shall have a definite beginning and ending time. However, no meeting shall extend past 10:00 p.m., except when such an extension is approved by a 2/3 majority vote of the members present.

Section 5.2-Regular Tribal Meetings: Regular meetings of the general Tribal body shall be held monthly on the Friday after the second Sunday of each month. Should the date of the regularly scheduled general Tribal meeting fall on a legal holiday or other date as deemed conflicting by the Tribal Council or the general Tribal body, the regular meeting shall be held on the next Friday night at the same time and same place, unless an alternate date has been previously voted on and approved in a prior general Tribal meeting.

Section 5.3-Special Tribal Meetings: Special meetings of the general Tribal body may only be called by the Chief or Vice-Chief of the Tribe, and after consultation with the Executive Committee of the Tribal Council. Such special meetings of the general Tribal body may only be conducted for the purpose of transacting urgent or immediate priority business of the Tribe. Only such business that the special meeting has been called for may be discussed at such meetings. Notice of any special meetings must be publicly announced to the Tribal membership in any way possible (*churches, public places, electronic communication, newspapers, radio, etc...*). No less than twenty-four (24) hours public notice shall be given for all special meetings.

Section 5.4-Regular Tribal Council Meetings: Tribal Council meetings shall be held on Monday night after the third (3rd) Sunday of each month at a place and time set by the Tribal Council. If said meeting falls on a legal holiday, the meeting may be held the next Monday night at the same place and time at the discretion of the Tribal Council Chairperson.

Section 5.5-Special Tribal Council Meetings: The Council Chairperson or a majority of the members of the Executive Committee may at any time call a special meeting of the Tribal Council by signing a written notice stating the time and place of the meeting and the subjects to be considered. The person or persons calling the meeting shall cause the notice to be delivered to the chairperson and each other member of the Council or left at the usual dwelling place of each member at least 24 hours before the meeting. Only those items of business specified in the notice may be transacted at a special meeting. If a special meeting is called to deal with an emergency, the notice requirements of this section do not apply. However, the person or persons calling such a special meeting shall take reasonable action to inform the other Council members and the public of the meeting. Only business connected with the emergency may be discussed at a meeting call pursuant to this paragraph. In addition to the procedures set out in this section, a person or persons calling a special or emergency meeting of the Tribal Council shall comply with the normal notice requirements pertaining to meetings of the Tribal Council.

Section 5.6-Attendance Requirements: Tribal Council members and other Tribal Officers are required to attend all regular and special meetings of the Tribe. If a Council member must be absent, he/she shall notify the Tribal Council Chairperson as soon as possible. Those missing three (3) consecutive meetings may be removed from office unless they are excused for not attending. After the Tribal Council Chairperson states the reason for an absence, the Tribal Council shall determine what an excused absence is. In the event that an elected officer cannot fulfill these attendance requirements, the office shall be considered vacated and shall be filled as required in Article VI Section 12.

Section 5.7-Quorum: Seven (7) Tribal Council members at a Council meeting shall constitute a quorum. At all regular and special meetings of the general Tribal body, sixteen (16) years of age or older, there must be at least twenty-five (25) Tribal members present to conduct official business. Of the twenty-five (25) Tribal members, none may include Tribal Council members or staff. When such a quorum is present at Tribal meetings, action may be taken by the Tribe upon a vote of the majority of the Tribal members present, including Tribal Council and Staff. In the event that the quorum is lost, no further actions can be taken, and the meeting shall be declared adjourned.

Section 5.8-Order of Business: At all meetings of the Tribe the following shall be the order of business:

1. Invocation
2. Roll call (of officers and Council members only)
3. Determination of a quorum
4. Old business
5. New business
6. Committee reports
7. Announcements
8. Other pressing business
9. Adjourn

Section 5.9-Resolutions: All resolutions acted upon by the Tribe shall be in writing and recorded in Tribal minutes.

Section 5.10-Tribal Council Compensation: Each Tribal Council member shall receive reimbursement from the Tribe for expenses incurred while performing their duties as a Tribal Council member. Such members may travel on official business within the state of North Carolina without prior approval of the Tribal Council. However, out of state travel by the Tribal Council must be authorized prior to the expense being incurred. To assure accountability, all reimbursements for travel and subsistence must not exceed the Tribe's established travel and expense rates.

ARTICLE VI - ELECTIONS

Section 6.1-Date and Time of Elections: The Annual Council Election of the Tribe shall be held on the second Saturday in June from 7:00 a.m. to 7:00 p.m. at the Haliwa-Saponi Tribal School Building or other places designated by the Tribal Council. The election results shall be posted at the Chief W. R. Richardson Tribal Government Complex and shall be included in the Tribal Newsletter.

Section 6.2-Candidate Nominations: Nominations for positions of Tribal Chief, Vice-Chief, and Tribal Council seats will be held at the regularly scheduled Tribal meeting in May.

Section 6.3-Election Committee: The Election Committee shall conduct the election. The Chairperson of the Tribal Council shall appoint a person to chair the Election Committee.

- (a) The Election Committee is responsible for posting notices of the upcoming election.
- (b) The Election Committee is responsible for distributing the nominee forms to the nominees and certifying that the form is turned in with five (5) Tribal member's signatures to the Chief W. R. Richardson Tribal Government Complex by 5:00 p.m. on the next Friday following the nominations. Nominees who do not complete and submit the required nominee form by the established deadline shall be declared as having officially declined nomination for the upcoming election. Nominee forms will remain on file for thirty (30) days after the election.
- (c) The Election Committee is responsible for printing the ballots.
- (d) On the day of the Election, the Election Committee is responsible for having the election box and ballots in place and supervising the polls from 7:00 a.m. to 7:00 p.m.
- (e) The Chairperson of the Election Committee is responsible for notifying the Chief, Vice-Chief and Tribal Council Chairperson of the results.
- (f) The Chief, Vice-Chief or Council Chairperson is responsible for contacting all nominees with the election results within twenty-four (24) hours after the polls close.
- (g) Ballots will be kept thirty (30) days after the election in a locked container. Contents will be destroyed after the thirty (30) day period.
- (h) There shall be nine (9) people to count the ballots; two (2) Tribal Council members, three (3) Election Committee members, and four (4) Tribal members.

Section 6.4-Criteria for Tribal Chief, Vice-Chief and Tribal Council Members:

- (a) Must be at least twenty-five (25) years of age.
- (b) Must be able to read and write.
- (c) Must be an enrolled member of the Haliwa-Saponi Indian Tribe for at least fifteen (15) years.
- (d) Must be actively involved in Tribal affairs.
- (e) Must not be related to any Tribal Employee or Tribal Council Member in the following ways (this does not include temporary jobs or training programs):
Grandmother/Grandfather; Husband/Wife; Father/Mother; Father-in-law/Mother-in-law;
Step Father/Step Mother; Brother/Sister; Step Brother/Step Sister, Half Brother/Half
Sister; Son/Daughter; Son-in-law/Daughter-in-law; Step Son/Step Daughter
- (f) Must be present at Tribal meeting when nominated.
- (g) Must have nominee form signed by five (5) Tribal members. Once signed, the form must be turned into the Election Committee. Nominee forms will remain on file for thirty (30) days after election.
- (h) Must be eligible to serve at the time of nomination.
- (i) Must reside within a 30-mile radius and must be accessible to the Tribal Administrative Headquarters at all times.

Section 6.5-Qualified Voters: All members of the Haliwa-Saponi Indian Tribe who are sixteen (16) years of age or older and have their Tribal enrollment cards shall have the right to vote in all Tribal elections.

Section 6.6-Manner of Voting: Voting shall be by secret ballot. Each Tribal member will be entitled to cast one **ballot**. Absentee voting will not be permitted.

Section 6.7-Election of Tribal Chief and Vice-Chief: The Tribal Chief and Vice-Chief will be elected to three (3) year staggered terms during the annual election. The Chief shall be given his/her oath by the Council Chairperson at the next regular Council meeting. The Vice-Chief shall be given his/her oath by the Tribal Chief or the Council Chairperson at the next regular Council meeting after being elected.

Section 6.8-Election of Tribal Council Members: Tribal Council members shall be elected to three (3) year staggered terms during the annual election. The newly elected Council members shall be given the oath (see appendix) by the Chief, Vice-Chief or Council Chairperson at the next regular Council meeting.

Section 6.9-Election of Tribal Council Officers: Election of Tribal Council Officers shall take place at the first regular Council meeting following the annual election. Except for re-elected incumbent Council members, nominees for Tribal Council Officer positions must have been given the oath of office prior to being nominated or elected to Council Officer positions. Tribal Council Officers will be elected by majority vote of the Tribal Council.

Section 6.10-Terms of Office for Tribal Chief, Vice-Chief, and Tribal Council Members: The term of office of Tribal Chief, Vice-Chief, and Tribal Council members shall extend from the completion of the oath of office until a newly elected (*or appointed*) successor is sworn in. In cases of resignation, removal, or death of an incumbent, the unexpired term for that position shall be considered vacant.

Section 6.11-Vacancies: If the position of Chief is vacated, the Vice-Chief will complete the term of the Chief. In the event of a vacancy of the office of Chief, within thirty (30) days a special Tribal meeting shall be called for the purpose of nominating candidates for an election of an interim Vice-Chief. A special election for an interim Vice-Chief shall occur within sixty (60) days of the nomination; all Tribal election procedures and qualifications requirements as prescribed and required will be followed;

- (a) In the event both positions (*Chief and Vice-Chief*) become vacant, the Chairperson of the Tribal Council shall serve as acting Chief and complete the Chief's term. In such case, a special Tribal meeting and subsequent election of an interim Vice-Chief will be held as prescribed above to fill the vacancy of the Vice-Chief. The Vice-Chairperson of the Tribal Council shall serve as Chairperson of the Tribal Council and complete the term of the Chairperson.
- (b) The Tribal Council shall fill all remaining vacancies by appointment to complete the remaining term. Runners-up from previous elections may be considered. The Tribal Council must approve all appointments to the Council by majority vote. The new Council members shall take the oath of office as required for all elected members of the Council. Oath shall be given at the next Council meeting by the Chief, Vice-Chief, or Chairperson.

Section 6.12-Expulsion: Any Council member of the Tribe who violates his/her oath of office, is convicted of a felony, commits immoral acts or commits acts of deceit or otherwise dissension within the Tribe, may be impeached by a two-thirds ($2/3$) vote of the Tribal Council.

SECTION 6.13-Tribal Princess Election: The Tribal Princess Committee will be responsible for the princess election: the annual election will be held in the month of March.

- (a) The voting process will be by ballot only.
- (b) There will be no absentee votes.
- (c) The princess committee will print the ballots.

- (d) All Tribal members, sixteen (16) years or older, are eligible to vote upon verification of Tribal enrollment.
- (e) There shall be seven (7) people to count the ballots; two (2) Tribal Council members, three (3) princess committee members, and two (2) Tribal members.
- (f) After the ballots are counted, they will be placed under lock and key for thirty (30) days.
- (g) In the event that there are no candidates, the princess committee will make a recommendation to the Tribal Council.
- (h) The title of Miss Haliwa-Saponi Princess will be held for one (1) year unless deemed necessary by the Tribal Council for a longer period of time.

ARTICLE VII
TRIBAL MEMBERSHIP

Section 7.1-Eligibility: Eligibility for Tribal membership shall consist of those individuals that are living lineal or natural descendants by $\frac{1}{4}$ or more genealogical degree of all persons enumerated on the Haliwa-Saponi Tribe's base rolls. – Individuals applying for membership must also demonstrate to the satisfaction of the Tribe that they are not enrolled in any other Indian Tribe and that they have proven Haliwa-Saponi Tribal community social ties. Social ties may include, but is not limited to the following;

- (a) Documented membership and regular attendance at a church that is identified in the Tribe to be an "Indian Church;"
- (b) Documented or generally known participation in Tribal functions and events with family members that are enrolled members of the Tribe;
- (c) Documented attendance as an Indian student of the Old Haliwa Indian School or the current Haliwa-Saponi Tribal School, or a child or grandchild of such person;
- (d) Documented participation as an Indian student in federal Indian education programs operated in the Haliwa-Saponi Tribal communities;
- (e) Documentation that the individual is a child or grandchild of an enrolled member that has participated and been accepted as a part of the Tribe at Tribal activities, functions and programs;

Section 7.2-Tribal Enrollment: The official registry roll of Tribal members shall be maintained by the Tribal Enrollment Director in the Haliwa-Saponi Office of Tribal Enrollment. The official registry rolls shall include the Tribe's Base Rolls and the Active membership rolls.

(a) **Base Rolls.** The Base Rolls of the Tribe shall consist of those persons listed as Indian on the following documents;

- 1) 1880 Federal Census of Nash, Warren and Halifax Counties.
- 2) 1900 Federal Census of Nash, Warren, and Halifax Counties.
- 3) 1910 Federal Census of Nash, Warren, and Halifax Counties.
- 4) 1920 Federal Census of Nash, Warren and Halifax Counties.
- 5) 1930 Federal Census of Nash, Warren and Halifax Counties.
- 6) Haliwa-Saponi Ancestral Couples Document.
- 7) Arevell Richardson, et al vs. Dr. J.W.R. Norton and Glenn A. Flinchum, 1965;

(b) **Active Membership Rolls.** The Active membership rolls shall consist of those individuals that successfully applied for and met the membership criteria as stated above and were accepted into the Tribe by the Tribal Council and the general Tribal membership.

(c) **Application Procedure.** The Tribal Enrollment Committee shall review each application for membership. Majority vote of Council present is necessary for a person to become a member of the Tribe. Membership is official only when a person is given a membership card at a regular Tribal meeting. Children of Tribally enrolled members must be enrolled by age six. If not, they must seek membership on their own merit.

(d) **Required Approval of Tribal Enrollment.** Upon the Enrollment Committee's presentation of an application for enrollment to the Tribal Council, a majority vote of Council present is necessary for a person to be presented to the general Tribal membership for final approval of enrollment by the Haliwa-Saponi Indian people. Membership is official only when a person is accepted as a member by majority vote of Tribal members present and is given a membership card at a regular Tribal meeting. If the Tribe fails to have a quorum for two consecutive meetings to decide whether to accept the applicant(s) for enrollment, the decision of Tribal Council shall prevail. Verification and completion of vital records and other official documents must be completed before the applicant is enrolled.

Section 7.3-Adoptions: Children of proven Indian decent who are adopted by enrolled Tribal members may enroll with the Haliwa Saponi Tribe with full privileges, except such members may not be elected to Tribal Council.

(a) **Adult Adoption of Non - Haliwa Saponi Ancestry.** If an adult with proven Indian ancestry has been recognized by the Haliwa Saponi Tribal community as a member of that community, the Tribal Council may recommend to the general Tribal body to accept that applicant into the Tribe. These members shall not be extended the privileges and rights that all other members are entitled to.

The Tribal Council shall have the right to deny membership to any applicant who is not eligible under Section 7.1 and Section 7.2. The Tribal Council shall have the right to refuse membership to any applicant.

Section 7.4-Honorary Membership: The Tribal Council has the right to extend honorary membership at the Council's discretion. These members shall not be extended the privileges and rights as members eligible under Section 7.1.

Section 7.5-Right to Denial of Membership: The Haliwa-Saponi Tribal Council shall have the right to deny membership to any applicant for any reason. The Tribal body shall have the right to refuse enrollment to any applicant for any reason when presented for final approval of enrollment at a General Tribal meeting.

Section 7.6-Termination of Membership: Any member that is deemed detrimental to the Tribe may be removed from the Tribal roll by a one-fourth (1/4) vote of Tribally enrolled members sixteen (16) years of age or older. Voting shall take place at a regular meeting of the Tribe (*two (2) weeks notice will be given to all Tribal members* by way of Tribal newsletter, website, newspapers, posting at local businesses and churches). Individuals found to be fraudulently or erroneously enrolled shall be immediately removed from the Tribal rolls following a 30-day Tribal notification.

**ARTICLE – VIII
COMMITTEES**

Section 8.1-Authority to Establish Committees: The Haliwa Saponi Tribal Council shall have the authority to establish and appoint committees for the purpose of advising the Tribe on its overall operation and on specific projects. In appointing committees, the Tribal Council should give particular consideration to leaders in the field of Indian affairs, education, business, and other professions that may lend expertise to the Tribe. Each committee Chairperson shall provide reports to the Tribal Council as required in these by-laws, or as otherwise requested by the Council Chairperson.

Section 8.2-Committee Chairpersons:

- (a) **Appointment.** A Tribal Council member or other qualified Tribal member, as appointed by Tribal Council Chairperson, shall preside as the Chairperson of each committee.
- (b) **Designation of Co-Chair.** The Chairperson of a committee may designate a Tribal member or Tribal employee to serve as his or her Co-Chair and assume the role and duties of the committee Chairperson for the committee to which he or she is appointed. Under this arrangement, the Chairperson of the committee will still have overall responsibility for the committee and will be held responsible by the Tribal Council for ensuring fulfillment of the duties and obligations of the Chairperson and the duties of the committee.

(c) **Duties.** It shall be the duty of each committee Chairperson to;

1. Convene meetings and provide for the convening of meetings of the committee at the request of at least two (2) other committee members;
2. Preside at all committee meetings;
3. Execute the rules of order for the committee meetings;
4. Report the recommendations, decisions, and activities of the committee to the Tribal Council;
5. Other duties normally associated with the position of a Committee Chairperson and as delegated by the Tribal Council.

Section 8.3-Terms of Committee Chairs and Members: The terms of all committee memberships shall run concurrent with that of the Chairperson of the Tribal Council.

Section 8.4-Ex-Officio Appointments to Committees: The Chairperson of the Committee may name additional individuals with relative background and experience to the nature of a committee's business to serve in an ex-officio capacity to committees of the Haliwa Saponi Indian Tribe. Ex-officio appointments, in excess of one per committee, unless otherwise provided for in these bylaws, must be approved by the Tribal Council prior to ex-officio participation in committee business.

Section 8.5-Committee Membership: Unless otherwise stated, all committees shall have at least three (3) voting members, with a 2/3 majority of a membership present to form a quorum. The Chairperson of each committee shall submit a list of its membership to the Tribal Council Secretary not later than the October regular Council meeting.

Section 8.6-Committee Member Responsibilities: Under the General direction of the Tribal Council, it shall be the responsibility of all committee members to;

- (a) Make a good faith effort to attend all committee meetings. Any committee member may be removed for three (3) or more unexcused absences and a replacement designated and appointed.
- (b) Actively participate in committee meetings , activities and functions;
- (c) Act in good faith to reach decisions in all aspects of the committee agenda by encouraging the free and open exchange of ideas, views and information;
- (d) Keep confidential any and all information deemed by the Chair or committee to be sensitive or confidential and not divulge such information to non-committee members;

- (e) Adhere to the rules of order. In the absence of rules governing certain committee actions or protocols, Robert's Rules of Order shall be the standard and Tribal governing documents shall prevail.

Section 8.7-Meetings: Each committee shall supply notice of its meetings and record and keep committee meeting minutes ensuring the filing of all such minutes with the Tribal Council Secretary. Meetings of committees shall be open to the Tribal public unless otherwise decided by the Committee Chair, majority vote of the committee, or as otherwise specified herein. All Council members shall be able to attend open and closed meetings of committees.

Section 8.8-Committee Decisions: All decisions of committees shall be in the form of written recommendations to the Tribal Council. The Tribal Council may enact or reject the recommendations of its committees.

Section 8.9-Committee Support: The Tribal Administrator shall provide support to committees including, but not limited to;

- (a) Staff support to secure and set up meeting space(s), take notes, minutes, make copies, distribute information and other tasks as needed or requested by the committee;
- (b) Reimbursement for local and out of area travel for Council approved committee related activities;
- (c) Fundraising activities that will garner support to the efforts of the committee to cover expenses associated with committee activities;
- (d) Office supplies for meetings and compliance with request for information;
- (e) Other support as requested by the Committee Chair and approved by Tribal Council.

Section 8.10-Committees: The committees established under the authority herein shall be as follows:

- (a) **Standing Committees.** The standing and permanent committees of Tribal Council shall be established as follows:
 - (1) **Executive Committee:** The Executive Committee shall consist of the officers of the Haliwa-Saponi Tribal Council: Chief, Vice-Chief, Tribal Council Chair, Tribal Council Vice-Chair, Tribal Council Secretary and Tribal Council Treasurer. All ex-officio officers are excluded. At the discretion of a simple majority of the Executive Committee members, ex-officio representatives may participate in urgent matters of the Executive Committee.

The Executive Committee is empowered to conduct business on behalf of the Tribe when critical matters must be dealt with in a timely manner and a special meeting of the Tribal Council cannot be called or is not feasible. A report of any actions of the

Executive Committee must be made to the Tribal Council at the next meeting following such actions.

- (2) **Personnel Committee:** The Personnel Committee shall be empowered to hear grievances filed by Tribal Staff. The Personnel Committee shall be comprised of three (3) Council members. The Council Chairperson shall select one of the members to serve as Chairperson of this committee. If an employment related grievance is filed, the Chairperson of the Personnel Committee must hear the grievance and serve on this committee throughout the grievance process.
- (3) **Election Committee:** The Election Committee shall conduct the election, establish administrative procedures to govern elections, advertise the election and prepare the ballots and count the ballots. The Election Committee shall be appointed by the Tribal Council, and all activities must be approved by the Tribal Council. The Tribal Council Chairperson will select a Chairperson for the Election Committee from amongst the committee members.
- (4) **Enrollment Committee:** The Enrollment Committee shall review each application for membership and make recommendations to the Tribal Council regarding whether the application was accepted or rejected, based on the established enrollment criteria. The Enrollment Committee shall also advise the Tribal Council on other issues relevant to the process of Tribal enrollment. The Chairperson of the Enrollment Committee shall be appointed by the Council Chairperson and shall be responsible for reports of the committee to the Tribal Council.
- (5) **Education Committee:** The Education Committee is responsible for bringing educational matters to the attention of the Tribal Government and initiating response to issues regarding the education of Tribal members and the Tribal Community at large. The committee is responsible for the annual administration of the scholarship awards. The Chairperson of the Education Committee shall be appointed by the Tribal Council Chairperson and shall be responsible for reports of the committee to the Tribal Council.
- (6) **Finance Committee:** The Finance Committee shall be responsible for reviewing and reporting to the Tribal Council on a regular basis the Tribe's financial status, and make recommendations to the Council for corrective financial action when necessary. The Finance Committee will be comprised of three (3) Tribal Council members, the Tribal Administrator and the finance officer. These Council members of the Finance Committee shall be appointed by the Chairperson of Tribal Council, and a committee Chairperson will be responsible for monthly reports and recommendations to the Council regarding Tribal Finances.
- (7) **Princess Committee:** The purpose of the Princess Committee is to serve on behalf of the Haliwa-Saponi Tribe in screening potential candidates. The committee consists of seven (7) Haliwa-Saponi Tribal members, who will serve three (3) year terms. The Chairperson of the Princess Committee will be appointed by the Tribal

Council Chairperson. The Princess election will be governed by the princess selection criteria.

- (8) **Community Awards Committee:** This committee shall, under the general control of the Tribal Council, have the following duties;
- (a) Coordinate the community awards nominations processes including, but not limited to,
 - i. Recommend community awards and their criteria;
 - ii. Recommend and implement Council approved scoring system to determine appropriate awards recipients;
 - iii. Coordinate the annual community awards banquet;
 - iv. Other duties as appointed by Tribal Council.
- (9) **Federal Recognition:** This committee shall, under the general control of the Tribal Council, have the following duties;
- (a) Recommend the Tribe's strategy to complete and file a petition for active consideration with the Bureau of Indian Affairs;
 - (b) Recommend the Tribe's efforts with Tribal, local, state and federal Government officials to reaffirm the status of the Haliwa-Saponi as a federally recognized Indian Tribe;
 - (c) Recommend amendments to the governing documents of the Tribe and initiating internal Tribal Government efforts that will assist the Tribe in furthering its mission and fulfilling the purpose of the Committee;
 - (d) Recommend the Tribe's relationships with other Indian Tribes, companies, organizations and firms;
 - (e) Recommend the schedule and budget for committee activities;
 - (f) Other duties as delegated to the committee by the Tribal Council.
- (10) **Pow-wow Committee:** This committee shall, under the general control of the Tribal Council, have the following duties;
- (a) Research and recommend measures to regulate activities during the Tribe's annual Powwow;
 - (b) Recommend schedule, budget, and priorities for the annual powwow;
 - (c) Coordinate event planning activities for the annual powwow consistent with Council approved plans;
 - (d) Recommend and coordinate all event close-out activities of the annual powwow;
 - (e) Recommend and coordinate fundraising activities that contribute to the budget of the annual powwow;
 - (f) Other duties as delegated to the committee by the Tribal Council.

- (11) **Long-Range Planning Committee:** This committee shall, under the general control of the Tribal Council, have the following duties;
- (a) Coordinate the development of a Council approved 10-20 year strategic plan for the Tribe, its properties and assets;
 - (b) Recommend measures that further the Tribe's efforts to achieve its long range goals in accordance with its plan;
 - (c) Monitor achievement of actions that keep the Tribe on track to achievement of its long range goals;
 - (d) Other duties as delegated to the committee by the Tribal Council.
- (12) **Housing Self-Monitoring Committee:** This committee shall, under the general control of the Tribal Council, have the following duties;
- (a) Develop, recommend and implement a framework to control and manage risk(s);
 - (b) Complete, not less than annually, a self-monitoring assessment of adherence to program requirements and applicable law(s), statute(s) and regulation(s) across all executive administrative program operational areas;
 - (c) Recommend improvement of internal operations based on the work of the committee;
 - (d) Other duties as delegated to the committee by the Tribal Council.
- (13) **Fundraising Committee:** The purpose of the Fundraising Committee is to undertake the following duties by recommendation to the Tribal Council;
- (a) Coordinate the development of a fundraising plan for the Tribe;
 - (b) Recommend measures that further the Tribe's efforts to achieve its fundraising goals;
 - (c) Maintain the success of fundraising efforts of the Tribe; and
 - (d) Other such duties as authorized by Tribal Council.
- (14) **Adhoc Committees.** The Tribal Council may appoint temporary committees that address specific item(s) of business identified by the Tribal Council. Such committees shall be created by resolution of the Tribal Council which identifies the reason for need of the committee, the purpose(s) and duty (ies) of the committee, the duration of the existence of the committee, and the membership of the committee. Unless otherwise specified, each adhoc committee shall exist for a duration of twelve (12) months consistent with the annual term of the Tribal chairperson making the appointment or until completion of the committee(s) purpose/duties, whichever arrives first. The same regulations that govern standing committees shall govern ad hoc committees.

**ARTICLE -IX
SUBDIVISIONS**

Section 9.1-Subdivisions: The Tribal Council may create, empower or charter other boards, commissions, authorities or entities to carry out specific Governmental functions. All such entities shall be sub-divisions ("subdivisions") of the Tribe and subject to the jurisdiction of the Haliwa-Saponi Tribal Government. Subdivisions shall have such authorities and limitations as Tribal Council shall designate or withdraw. In general, all subdivisions are subject to the provisions of this article.

(a) Subdivisions-Organization.

- (1) The Tribal Council shall designate the manner in which a subdivision may organize.
- (2) Should Council instruct a subdivision to organize, the Tribal Council of the Haliwa-Saponi Tribe shall comprise the membership, director and/or share interests.
- (3) No subdivision shall be authorized to create subsidiary or subordinate subdivisions other than non-incorporated committees.

(b) Subdivisions-Right to Suit; Indemnification.

- (1) The right to sue and be sued may be extended to a subdivision except that a subdivision shall not be permitted to sue the Haliwa-Saponi Indian Tribe.
- (2) To the fullest extent permitted by applicable law, subdivisions shall indemnify the Tribe.

(c) Subdivisions-Governing or Advisory Boards; Term of Office; Fiscal Year; Chairperson; Compensation; Employees.

1. Subdivisions may have supervisory or advisory boards that shall be appointed to specified terms of office by Tribal Council and shall serve at its pleasure.
 - a. a supervisory board appointed to a subdivision shall, subject to the discretion and the jurisdiction of the Tribal Council and provisions of this article, be responsible for the management, operations and employee(s) of the subdivision to which it is appointed. Supervisory subdivision boards shall answer immediately to the Tribal Council.
 - b. an advisory board appointed to a subdivision shall not exercise supervisory and decision making capacity over the operation or employee(s) of a subdivision to which it is appointed, but shall advise the subdivision in the type of business it

conducts. Advisory subdivision boards shall answer immediately to the Tribal Council and its employees shall answer immediately to the Tribal administrator.

2. Subdivision boards shall be comprised of a majority of Haliwa-Saponi members or Haliwa-Saponi members shall possess a majority of the voting authority.
3. Subdivision boards shall have at least one, but not more than three, Tribal Council members appointed by virtue of their office as Council members.
4. The fiscal year of subdivisions shall be consistent with the fiscal year of the Tribe.
5. Tribal Council shall appoint the Chair of subdivision board(s) or allow the subdivision boards(s) to select or recommend a Chair from its appointed board members.
6. Subdivision boards may not receive salaried compensation for their service.
7. Subject to discretion of Tribal Council, subdivisions may employ a chief executive officer and other employees or consultants with funds that may accrue to the subdivision as well as establish policies governing employees and other staff.

(d) Subdivisions-By-laws, Meetings, Reporting and Manner of Records

- (1) **By-laws.** Subdivisions may have or produce by-laws or other written standards of operation subject to Council approval. All such by-laws or other written standards of operation shall be consistent with the governing documents of the Haliwa-Saponi Tribe.
- (2) **Meetings.** Subdivisions shall meet regularly and keep written record of its activities. All meetings shall require a quorum of its appointed members and public notice.
- (3) **Reports.** Subdivisions shall report to the Tribal Council regularly, except that such reporting shall not be less than annually. Said report shall give an account of the subdivision's proceedings, transactions, findings, finances and recommendations.
- (4) **Manner of Records.** Financial records shall be kept by a subdivision in a manner consistent with generally accepted accounting practices and detailed reports of a subdivision's financial transactions shall be provided to the Tribal Council upon request. Inspection or audit of all financial and other records of a subdivision may be reported to the Tribal Council at the Council's pleasure and subdivisions shall surrender and make available any and all such documents immediately upon order by the Council.

(e) **Subdivisions-Assets and Property Ownership**

- (1) All ownership interest, shares, net profits, public offerings, brands, licensing agreements, real property, personal property, monies and all intellectual property of subdivisions shall be wholly owned by the Haliwa-Saponi Indian Tribe and shall only be made available for sale or other form of distribution by approval of the Tribal Council.
- (2) The Council may require levy or charge fees to subdivisions for the use and management of any of the Tribe's assets or property.

(f) **Subdivisions-Limitations.**

- (1) **Obligations.** No subdivision shall be authorized to obligate or commit the assets or other interests of the Haliwa-Saponi Indian Tribe. No subdivision shall incur or enter into any loan or indebtedness without the approval of the Tribal Council.
- (2) **Breach.** No subdivision shall breach any provisions of the by-laws and other governing documents of the Haliwa-Saponi Indian Tribe. Tribal Council may not approve any subdivision action that may breach the governing documents of the Haliwa-Saponi Indian Tribe.
- (3) **Conflicts of Interest.** All subdivisions shall be subject to the Tribe's Conflict of Interest Policy as stated in article XI.
- (4) **Preference.** All subdivisions shall be subject to the Haliwa-Saponi Indian Tribe's Native American Indian preference in hiring of all staff, professional services and contractors. Confirmed evidence of current enrollment in a state or federally recognized Indian Tribe shall be the standard of measurement for Indian preference.
- (5) All subdivisions shall be subject to any additional limitations or authorities as Tribal Council shall designate or withdraw.

(g) **Subdivisions – Chartered and Established. The Subdivisions Chartered, Empowered and Established under this article and section are as follows;**

(1) **Haliwa-Saponi Tribal School**

- A. **School-Name.** There is hereby chartered, created and established the Haliwa-Saponi Tribal School ("school").
- B. **School-Organization.** The school may organize as a 501(c) 3 not for profit organization if approved by Tribal Council consistent with this article.

- C. **School-Purpose.** The purpose of this school shall be to integrate American Indian (Haliwa-Saponi) cultural traditions and technology into the classroom environment.
- D. **School-Board; Terms of Office; Chair; Compensation.** The Tribal Council shall appoint members to a board to operate the affairs of the school. This board shall be the Haliwa-Saponi Board of Education (under this subsection "board").
- (I) The board shall be a supervisory board consisting of not less than seven (7) or more than nine (9) members appointed by Tribal Council to serve at Tribal Council's pleasure to three year staggered terms. The membership of the board may, at Tribal Council's discretion, be comprised as follows;
- A. two (2) current active members of the Haliwa-Saponi Tribal Council;
 - B. two (2) members of the Haliwa-Saponi Tribal Government staff;
 - C. one (1) education professional of which shall be from the office or committee of the Indian education program or have Indian education experience;
 - D. not more than three (3) members from the community at large, one of which must be the parent of an attending student;
 - E. one (1) member from the local non-profit or business community;
 - F. any number of ex-officio members as Tribal Council may designate or as requested by the board's executive committee.
- (II) The members of the Board shall serve without monetary compensation and may select its Chair annually from among its ranks.
- E. **School-bylaws.** The school may have and maintain by-laws and administrative policies for its operation consistent with this article and subject to the approval of the Haliwa-Saponi Tribal Council.
- F. **School-Meeting and Reporting.** The board shall be required to meet with Tribal Council annually in the month of May to provide a written accounting of the school's proceedings, transactions, findings, finances, recommendations and requests.
- G. **School-Employees.** The school may be authorized to select and employ staff and consultants with funds that may accrue to the school.

H. The board shall have other duties, authorities, and limitations as Tribal Council may designate and as provided in this article.

(2) **Haliwa-Saponi Development Commission**

A. **Commission – Creation; Name.** There is hereby chartered, created and established the Haliwa-Saponi Development Commission.

B. **Commission – Purposes for Creation.** The purposes of the commission shall be as follows:

- (I) to organize the development of the Haliwa-Saponi Economic Development initiative project on behalf of the Haliwa-Saponi Indian Tribe
- (II) to bring local, state, and federal resources into focus for the organization, development and operation of the Haliwa-Saponi Economic Development Initiative Project;
- (III) to coordinate the Haliwa-Saponi Indian Tribe's social, cultural, tourism and economic development strategies pertaining to the Haliwa-Saponi Economic Development Initiative Project;
- (IV) To protect and safeguard the Haliwa-Saponi Indian Tribe's interest and ownership of the Haliwa-Saponi Economic Development initiative project.

C. **Commission-Duties; Use of Funds.**

The Commission Shall Have The Following Duties:

- (I) to study, consider, accumulate, compile, assemble and disseminate information on the feasibility and development of the Haliwa-Saponi Economic Development Initiative project;
- (II) to investigate and to provide technical assistance in the preparation of plans for the Haliwa-Saponi Economic Development Initiative project;
- (III) to ensure successful development and operation of the Haliwa-Saponi Economic Development Initiative Project;
- (IV) to confer with appropriate officials of local, state, federal and Tribal Governments and agencies of these Governments, and such congressional committees that may be concerned with such economic development projects to encourage and implement coordination of applicable resources to meet the needs of the Haliwa-Saponi Economic Development Initiative Project;

- (V) to cooperate with and secure the assistance of the local, state and federal governments or any agencies thereof in formulating programs beneficial to the project and to coordinate such programs with the Haliwa-Saponi Indian Tribe;
- (VI) to review all proposed or pending state and federal legislation and amendments to existing legislation which may benefit or hinder the Haliwa-Saponi Economic Development Initiative project and cooperate with Haliwa-Saponi Indian Tribe in protecting the project and Tribe's interests;
- (VII) to conduct public hearings and mold the public image on matters relating to the Haliwa-Saponi Economic Development Initiative project.

D. Commission-Corporate Entity; Rights for Suit; Powers.

- (I) The entity in which the commission shall use for its operation as authorized by the Tribe under provisions of this article is that of a 501(c) 3 non-profit organization.
- (II) The right to sue and be sued is extended to the commission except that it may not sue the Haliwa-Saponi Indian Tribe. The provisions of this section are in addition to, and not in derogation of the indemnification provisions of the article and as provided by statute.
- (III) Powers, authorities, duties, and limitations of the commission shall be those of a subdivision as stated under this article and may be further granted, limited or withdrawn by the Tribal Council.

E. Commission-Board of Commissioners; Term of Office; Chairperson; Compensation.

- (I) The board of commissioners for the Haliwa-Saponi Development Commission shall be a supervisory board consisting of not less than five (5) and no more than thirty-five (35) members appointed by and serving at the pleasure of the Tribal Government of the Haliwa-Saponi Indian Tribe.
- (II) Commissioner-terms of office for commissioners shall be for two (2) year staggered terms and each shall hold office until their successors are appointed and qualified. Vacancies shall be filled by the Tribal Council of the Haliwa-Saponi Indian Tribe. Any member appointed to fill a vacancy shall be appointed for the remainder of the term of the member causing the vacancy.

(III) The Chairperson of the commission shall be appointed by the Tribal Council. The Chief of the Tribe shall serve as commission Chairperson at inception and during any vacancy of this office until his successor is duly qualified and appointed.

(IV) Compensation may be paid to the commissioners in the form of reimbursement for their commission associated expenses as approved by the board of commissioners. Commissioners shall not receive a salary for their terms(s) of service on the commission.

F. Commission-Governance; Meetings; Quorum; Proxy Vote.

(I) Commission-governance of the commission shall occur in strict adherence to its purpose and duties. The commission shall establish and amend by-laws consistent with this article, subject to the authorities herein and approval of the Haliwa-Saponi Tribal Council.

(II) Commission-Meeting. Meetings of the commission shall occur as prescribed in its By-laws, but shall not meet less than quarterly. Meetings may be called by the Chairperson or by a petition signed by a majority of the voting members of the commission. Ten days' notice shall be given in writing prior to the meeting date.

(III) Commission-Meeting quorum shall consist of a simple majority of the total number of votes represented by Haliwa-Saponi board members.

(IV) Proxy vote shall not be permitted.

G. Commission-Reports. The commission shall prepare a written report not less than annually, providing an account of its proceedings, transactions, findings, finances and recommendations. This report shall be submitted to the Chief and Tribal Council. It may also be furnished to such other persons or agencies as the commission may deem proper.

H. Commission-Fiscal Records; Loans; Inspections.

(I) Fiscal records shall be kept by the commission in a manner consistent with generally accepted accounting practices and reports of its financial transactions shall be provided to the Tribal Council upon request, but not less than annually.

(II) Inspection or audit of all financial and other records of the commission may be required by the Tribal Council at the Council's pleasure and the commission shall surrender and make available any and all such documents immediately upon order from the Council.

I. Commission-Executive Director; Employees.

- (I) The commission may, subject to funds that would accrue to the commission from its fundraising efforts, employ a chief executive officer or executive director to carry out the day-to-day responsibilities and business of the commission. The executive director shall serve at the pleasure of the commission. The executive director shall not be a member of the commission.
- (II) The executive director, also subject to funds that would accrue to the commission, may hire additional staff and consultants and promulgate administrative policies thereto, to assist in the discharge of his or her responsibilities as determined by the commission.
- (III) The commission shall be subject to the Haliwa-Saponi Indian Tribe's Native American Indian preference policy in hiring of all staff, professional services, and contractors. Confirmed evidence of enrollment in a state or federally recognized Indian Tribe shall be the standard of measurement for Indian preference.

Section 9.2-Representatives to Subdivisions and External Organizations: The Tribal Council shall, from time to time, appoint or select representatives to serve on the boards of Tribal subdivisions or to represent the Tribe by serving on boards of external organizations (collectively "organizations"). All representatives appointed to service within Tribal Government, as well as with external organizations shall serve at the Council's pleasure and will be required to conduct themselves as follows;

(A) Representatives-Powers and Limitations.

- (1) individuals selected or appointed to represent the Tribe shall represent themselves in a manner consistent with applicable legislation or organizational by-laws, except that such representation does not authorize said representatives or the boards and members of the organizations to;
- (2) bind the Tribe legally, financially, politically or otherwise;
- (3) violate the Tribe's governing documents;
- (4) Request or support the request of issues directly impacting the Tribe without having gained approval by majority vote of the Tribal Council on such issues.
- (5) Representatives-reports. Representatives shall make a written and verbal report, not less than quarterly, to the Tribal Council concerning pending organization action items and state the representative's recommendation(s) to the Tribe on such pending items.

- (6) Representatives-manner of voting. Representatives shall vote consistent with actions taken or approved by the Haliwa-Saponi Tribal Government and refrain from being inconsistent with the approved actions of the Tribe.
- (7) Representatives-legislative concerns. Representatives shall keep the Tribe apprised of any and all legislative efforts endorsed or considered by an organization and its members.
- (8) Representatives-participation. All representatives shall maintain an exemplary level of attendance and participation in all organization meetings, activities and functions. Representatives shall also be required to maintain active participation in the efforts and activities of the Haliwa-Saponi Indian Tribe including, but not limited to;
 - A. serving on committees;
 - B. assisting with community functions;
 - C. attending monthly Tribal Council and community meetings not less than quarterly;
 - D. other efforts in which the participation of representatives is specifically requested by the Haliwa-Saponi Tribal Council.

(B) Representatives-Selection Preference and Manner of Appointment.

- (1) In the selection of representatives, the Tribe shall utilize a tiered preference system.

The preference for appointment of representatives shall be as follows;

- A. first preference shall be reserved for enrolled citizens of the Tribe that have particular or specialized expertise that will make them especially beneficial in representing the Tribe in a particular role that will adhere faithfully to the expectations herein;
- B. second preference for selection shall be reserved for other enrolled citizens of the Haliwa-Saponi Tribe that will adhere faithfully to the expectations herein;
- C. third preference shall be reserved for non-Haliwa-Saponi Indians from other Tribes that Council deems appropriate and will faithfully adhere to the expectations herein;
- D. fourth preference shall be reserved for non-Indians that Council deems appropriate and will faithfully adhere to the expectations herein.

- (2) All persons selected for appointment to represent the Tribe to any internal entity or subdivision of Tribal Government or an external organization shall be appointed by Tribal Council resolution which designates the entity to which the individual shall be appointed and includes the starting date and the ending date of the representatives' appointed term.

ARTICLE – X
CONTRACTS, LOANS AND DEPOSITS

Section 10.1-Contracts: The Haliwa-Saponi Tribal Council may authorize any officer, agent, staff, etc. to enter into contracts or execute contractors or deliver any instrument on behalf of the Tribe. Such authorization shall be in writing and confined to a specific item of business. The Executive Committee may act on behalf of the Tribe on these matters.

Section 10.2-Loans: No loans shall be entered into on behalf of Haliwa-Saponi Indian Tribe nor shall any indebtedness be entered into in the name of the Tribe unless authorized in writing by a majority vote of the Tribal Council or Executive Committee.

Section 10.3-Deposits: All deposits of the Tribe shall be prepared by the Tribal Financial Officer; however, actual delivery of funds deposited shall be made by the Tribal Administrator or his/her designee.

ARTICLE – XI
GENERAL PROVISIONS

Section 11.1-Amendments: The By-Laws of the Tribe may be amended by a majority vote of the Tribal Council upon giving thirty (30) days written notice of said amendments to Tribal members by way of Tribal newsletter, website, newspapers, posting at local businesses and churches. By-law amendments will be reviewed by Tribal members for 30 days, and written comments will be accepted by Tribal Council for review.

Section 11.2-Fiscal Year: The Haliwa-Saponi Indian Tribe fiscal year shall be from July 1 through June 30 of each calendar year.

Section 11.3-Bonding: The Haliwa-Saponi Tribal Council may require any or all officers, staff, agents, contractors, etc., to be bonded with sufficient securities to cover the amount of funds involved or in the amount that the Tribe may be held accountable for. The cost of such bonding shall be paid by the Tribe, except in the case of work performed by a contractor or consultant. In those incidences, the contractor or sub-contractor must absorb the cost of bonding.

Section 11.4-Proxies: The Haliwa-Saponi Indian Tribe will not honor proxy votes at any level of its Government. Therefore, no officer or other member shall be allowed to cast votes by proxy method.

Section 11.5-Conflicts of Interest: The Tribe shall make every effort to prevent and avoid nepotism and conflicts of interest or even the appearance of such. In doing so, the Tribe shall exercise the due diligence necessary to comply with the provisions of this section.

(a) **Definitions.** For the purposes of this section, the following definitions shall apply;

- (1) **Conflict of Interest:** A conflict of interest may take many forms, but arises when a Council member or Subdivision board member or employee is in a position to influence the Tribe's business, or other decisions in ways that could lead directly or indirectly to financial gain for the Council member, Subdivision board member, employee or the family member of such persons, or give improper advantage to others to the detriment of the Tribe or others.
- (2) **Family Member:** Grandmother/Grandfather; Husband/Wife; Father/Mother; Father-in-law/Mother-in-law; Step Father/Step Mother; Brother/Sister; Step Brother/Step Sister, Half Brother/Half Sister; Son/Daughter; Son-in-law/Daughter-in-law; Step Son/Step Daughter.
- (3) **Interested Person:** Any person who has a direct or indirect financial interest or the family member of such a person, including participating in the decision making processes or who may have access to inside information that will provide them or a family member with an unfair advantage or financial gain over persons not having the same access. This is the person with which the conflict is a question.
- (4) **Financial Interest:** A person has a financial interest if the person has directly or indirectly, through business, investment or family;
 - A. Any type of financial or profitable gain;
 - B. An ownership or investment interest in any entity with which the Tribe has a transaction or arrangement;
 - C. A compensation arrangement with the Tribe or with any entity or with any individual with which the Tribe has a transaction or arrangement;
 - D. A potential ownership or investment interest in, or compensation arrangement with, any individual with which the Tribe is negotiating a transaction or arrangement.

- (5) *Self-dealing Transaction*: A transaction to which the Tribe or a Subdivision is a party to in which one or more of the decision makers is an interested person.

(b) **Conflicts of Interest-General Provisions**

- (1) *Tribally Elected or Appointed Officials and Employees*. No elected Tribal Government official, Subdivision board member or employee shall be an interested person or the family member of an interested person having financial interest directly or indirectly with the Tribe or its Subdivisions; except that –
- A. For purposes of election of Tribal officials appointments to subdivisions;
- (i) Subdivision employees or board members shall not be eligible for election to the Tribal Council; except that this does not apply to those Council members appointed to Subdivision boards by virtue of their office as a Council member.
- (ii) Subdivision employees shall not be considered family members of Tribal Council members.
- B. For purposes of employment;
- (i) A Tribal Council member shall not be considered family of a Subdivision employee;
- (ii) A Tribal Administrative employee shall not be considered family of a subdivision employee;
- (iii) Subdivision employees shall not be considered family members of their relatives that are employed or seeking employment in a different Subdivision or that serve on board(s) of a different Subdivision.
- C. For situations in which the Tribe or any of its Subdivisions feel that the interested person is the most qualified and is instrumental to the best interests of the Tribe;
- (i) The Tribal Council may, at its discretion, grant a limited or permanent conditional waiver for non-self dealing transactions.
- a. The person seeking the waiver must provide a detailed written disclosure of the conflict and the reason(s) why the waiver is requested. The Tribal department or subdivision requesting the waiver must provide a detailed written explanation about why it feels the waiver should be granted and why such a decision is in the best interest of the Tribe. The Tribal department or subdivision must also demonstrate that it has exhausted all avenues and exercised due diligence in attempting to obtain an arrangement that would not create a real or perceived conflict.

- b. Tribal Council, after reviewing the written information and any additional information it may require, shall schedule a public review hearing to hear from the Tribal department or subdivision and interested person requesting the waiver and comments from the Tribal public that desire to comment.
 - c. After hearing from the interested person, the Tribal department or subdivision involved, and the Tribal public, Tribal Council shall dismiss the person in question from the room as well as any other interested person(s) so that it may deliberate the matter.
 - d. After Tribal Council deliberates the issue and makes its determination of whether due diligences have been exhausted, Council shall vote to either deny the waiver, or to grant a limited waiver for a period of not less than three (3) months nor more than one (1) year; provided that no family member of the interested person is in the chain of command for the interested person.
 - e. Tribal Council shall keep detailed minutes and other written records of the proceedings and shall issue its findings and decision in writing within thirty (30) days. All records of the proceedings and Council's written decision shall be public information.
 - f. Tribal Council shall reconsider the issue in the same manner at conclusion of the waiver period to decide whether to terminate the waiver, or to extend another limited or a permanent conditional waiver.
- (ii) Tribal Council may withdraw a temporary or permanent conditional waiver
- a. If the Tribal Council has reason to believe that a person has failed to disclose actual or possible conflicts or interest or that the granting of a waiver has caused detrimental harm or is no longer in the best interest of the Tribe, it shall inform the person of the basis for such a belief and afford the person the opportunity to explain or present their view of the matters) in question.
 - b. After providing not less than thirty (30) days written notice, Council shall hold a public hearing with the person to determine whether to suspend or withdraw the waiver and disallow the relationship.
- (iii) Tribal Council must be fair and consistent in the determination of granting waivers and shall not allow interested persons or family members of interested persons to participate in the decision making of granting or withdrawing waivers or to be in the supervisory chain of command of the interested person(s).

(2) **Tribal Government Programs.** No elected Tribal Government official, employee, subdivision board member or employee of subdivisions shall be an interested person or the family member of an interested person, or shall be an officer or employee of or have an ownership interest in any firm or corporation interested directly or indirectly in gaining assistance, benefit or unfair advantage in benefiting from a program or service of the Tribe any of its subdivisions; except that—

A. In instances where an interested person might otherwise be included under the conflict provision has, in accordance with program or service policies, demonstrated eligibility and is selected for assistance, this person may receive such assistance, provided that—

- (i) The interested person has provided a written disclosure of all information pertaining to the potential conflict; and
- (ii) The provision of services is not a self-dealing transaction; and
- (iii) A public disclosure of the nature of the assistance to be provided and the specific basis for the selection for the person is made; and
- (iv) A copy of the public disclosure is added to and remains in the applicant's permanent file.

APPENDIX

By-laws Approved by Tribal Council 4-26-12
Filename: By-laws HSIT 4-26-12

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Appendix 1

Procedure for Administering Oath

The Chief, Vice-Chief, or Tribal Council, Chairperson shall read the following verbiage to the newly elected Tribal leaders.

**HALIWA-SAPONI INDIAN TRIBAL COUNCIL
Oath of Office**

I, _____, do solemnly swear (or solemnly affirm) that I have not obtained my election or appointment to the Haliwa-Saponi Tribal Council by bribery or any undue or unlawful means, duress, or fraud; that I consider myself constitutionally qualified to be a member of his Council; and that on all questions and measures which may come before me, I will give vote and so conduct myself in a businesslike manner; and that I shall protect the interest and prosperity of the Haliwa-Saponi Indian Tribe; and that I will bear true faith and allegiance to the same; and to the utmost of my ability support and defend the inherent sovereign rights of the Tribe.

Signature

Witness

State of North Carolina

County of _____

I, _____ a Notary Public of North Carolina in and for said County and State, do hereby certify that _____ personally appeared before me and acknowledged the due execution of the foregoing instrument.

Witness my hand and notary seal, this the _____ day of _____, 20_____.

Notary Public _____

My Commission expires: _____

The Chief or Tribal Council, Chairperson shall read the following verbiage to the newly elected officer/s.

Appendix 2

Haliwa-Saponi Indian Tribe Seal



By-laws Approved by Tribal Council 4-26-12
Filename: By-laws HSIT 4-26-12

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HALIWA-SAPONI INDIAN TRIBE



Indirect Cost Proposal
For the Periods Beginning on or After July 1, 2012

Rev. Ronald Richardson
Chief

Howard Richardson
Vice-Chief

Joseph O. Richardson
Chairman

Maynard Ealing
Interim Tribal Administrator

Haliwa-Saponi Indian Tribe
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June 30, 2013

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Haliwa-Saponi Indian Tribe
Certificate of Indirect Costs
June 30, 2013

I have reviewed the indirect cost proposal dated June 30, 2013. This is to certify that:

1. All costs included in the proposal submitted on January 31, 2013 to establish the final indirect cost rates for the period July 1, 2012 through June 30, 2013 are allowable in accordance with the requirements of grants/contracts to which they apply with the following Federal costs principle: OMB Circular A-122, Cost Principles for Nonprofit Organizations.
2. This proposal does not include any costs which are unallowable under the applicable Federal cost principles. For example, advertising, contributions and donations, bad debts, entertainment costs, fines and penalties, general government expenses, and defense or fraud proceedings.
3. The requirements and standards on Lobbying Costs for nonprofits (A-122) have been complied with for the fiscal year ended June 30, 2013.
4. All costs included in this proposal are properly allocable to Department of Labor grants/contracts on the basis of a beneficial or casual relationship between the expenses incurred and the agreements to which they are allocated in accordance with the applicable Federal cost principles.

Subject to the provisions of the Program Fraud Civil Remedies Act of 1986, (31 USC 3801 et seq.), and the Department of Labor's implementing regulations, (29 CFR Part 22), the False Claims Act (18 USC 287 and 31 USC 3729), and the False Statement Act (18 USC 1001), I declare to the best of my knowledge that the foregoing is true and correct.

Grantee:

Haliwa-Saponi Indian Tribe

Authorized Signature:

(b)(6)

Myrland Ealing
Interim Tribal Administrator

Date:

2-19-14

HALIWA-SAPONI INDIAN TRIBE
 Calculation of Actual Indirect Cost Rate
 For the Year Ended June 30, 2013

INDIRECT COSTS:

Compensation	\$	79,781
Benefits		15,766
Economic development		-
Administrative expenses		20,634
Insurance		419
Facilities operation		23,080
		23,080
Total Indirect Costs	\$	139,680

BASE SALARIES AND BENEFITS:

From audited financial statements		
Salaries	\$	592,363
Fringe Benefits		121,277
		713,640
Less indirect		
Salaries		79,781
Fringe Benefits		15,766
		95,547
Base salaries and benefits	\$	618,093

INDIRECT COST RATE CALCULATION:

Total indirect costs	\$	139,680
Divided by base salaries and benefits	\$	618,093
		22.60%
Indirect cost rate		22.60%

HALIWA-SAPONI INDIAN TRIBE
STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2013

Expenses	Direct Costs						
	Total Costs All Funds	Less: Exclusions and Unallowable Costs	Indirect Costs	Total	Workforce Investment Act	Other Federal and State Funds	Affordable Housing
Compensation	\$ 592,363	\$ -	\$ 79,781	\$ 512,582	\$ 39,546	\$ 473,036	\$ -
Benefits	121,277	3,606	15,766	101,905	8,927	92,978	-
Housing assistance	50,000	-	-	50,000	-	50,000	-
Program consultants	6,497	-	-	6,497	-	6,497	-
Indirect costs	85,417	1,227	-	84,190	5,000	79,190	-
Education	40,863	12,734	-	28,129	3,381	24,748	-
Economic development	197,740	197,740	-	-	-	-	-
Administrative expenses	241,128	88,213	20,634	132,280	1,935	130,345	-
Insurance	49,078	21,439	419	27,221	-	26,373	848
Facilities operation	532,049	36,088	23,080	472,881	74	472,807	-
Fundraising events costs	73,448	63,443	-	10,005	-	10,005	-
Youth programs	31,916	18,607	-	13,309	-	13,309	-
	<u>\$ 2,021,776</u>	<u>\$ 443,097</u>	<u>\$ 139,680</u>	<u>\$ 1,438,999</u>	<u>\$ 58,663</u>	<u>\$ 1,379,288</u>	<u>\$ 848</u>

HALIWA-SAPONI INDIAN TRIBE
Statement of Employee Benefits
For the Year Ended June 30, 2013

Tribal Government matching of Social Security and Medicare	\$	44,152
North Carolina unemployment insurance		12,945
Group health insurance		58,308
Retirement plan		<u>5,872</u>
	\$	<u>121,277</u>

Haliwa-Saponi Indian Tribe
Lobbying Cost Certification
June 30, 2013

I hereby certify that Haliwa-Saponi Indian Tribe has complied with the requirements and standards on lobbying costs in paragraph B.21 of OMB Circular A-122 for the year ended June 30, 2013.

Grantee:

Haliwa-Saponi Indian Tribe

Authorized Signature:

(b)(6)

Myppard Ealing
Interim Tribal Administrator

Date:

2-19-14 ✓

Haliwa-Saponi Indian Tribe
General Information
June 30, 2013

Organizational Chart

No changes to organizational structure

Cost Policy Statement

No changes to allocation methods

Financial Reports

A copy of the audited financial statement for the year ended June 30, 2013 accompanies this proposal.

**NEGOTIATED INDIRECT COST RATE AGREEMENT (NICRA)
NONPROFIT ORGANIZATION**

ORGANIZATION:

Haliwa-Saponi Indian Tribe
P.O. Box 99
Hollister, North Carolina 27844

EIN: 237377602

DATE: February 24, 2014

FILE REF: This replaces the agreement dated May 14, 2013

The indirect cost rate(s) contained herein are for use on grants and contracts with the Federal Government to which OMB Circular A-122 applies subject to the limitations contained in the Circular and Section II, A, below. The rate(s) were negotiated between the Haliwa-Saponi Indian Tribe and the U. S. Department of Labor in accordance with the authority contained in Attachment A, Section E.2.(a), of the Circular.

SECTION I: RATES

<u>TYPE</u>	<u>EFFECTIVE PERIOD</u>		<u>RATE*</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
	<u>FROM</u>	<u>TO</u>			
Indirect Costs					
Final	7/1/09	6/30/10	19.49%(a)	All	All Programs
Final	7/1/10	6/30/11	19.62%(a)	All	All Programs
Final	7/1/11	6/30/12	20.39%(a)	All	All Programs
Final	7/1/12	6/30/13	22.60%(a)	All	All Programs
Provisional	7/1/13	6/30/14	19.49%(a)	All	All Programs
Provisional	7/1/14	6/30/15	19.49%(a)	All	All Programs

(SEE SPECIAL REMARKS)

BASE*: Total direct salaries and wages including all applicable fringe benefits.

TREATMENT OF FRINGE BENEFITS: Fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed in the Special Remarks Section of this Agreement.

TREATMENT OF PAID ABSENCES: Vacation, holiday, sick leave and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims for these absences are not made.

SECTION II: GENERAL

A. LIMITATIONS: Use of the rate(s) contained in this Agreement is subject to any statutory or administrative limitations and is applicable to a given grant or contract only to the extent that funds are available. Acceptance of the rate(s) agreed to herein is predicated upon the following conditions:

(1) that no costs other than those incurred by the grantee/contractor or allocated to the grantee/contractor via an approved central service cost allocation plan were included in its indirect cost pool as finally accepted and that such incurred costs are legal obligations of the grantee/contractor and allowable under the governing cost principles,

(2) that the same costs that have been treated as indirect costs have not been claimed as direct costs,

(3) that similar types of costs have been accorded consistent treatment, and

(4) that the information provided by the grantee/contractor which was used as a basis for acceptance of the rate(s) agreed to herein is not subsequently found to be materially inaccurate.

The elements of indirect cost and the type of distribution base(s) used in computing provisional rates are subject to revision when final rates are negotiated. Also, the rates cited in this Agreement are subject to audit.

B. CHANGES: The grantee/contractor is required to provide written notification to the indirect cost negotiator prior to implementing any changes which could affect the applicability of the approved rates. Changes in the indirect cost recovery plan, which may result from changes such as the method of accounting or organizational structure, require the prior written approval of the Division of Cost Determination (DCD). Failure to obtain such approval may result in subsequent cost disallowance.

C. NOTIFICATION TO FEDERAL AGENCIES: A copy of this document is to be provided by this organization to other Federal funding sources as a means of notifying them of the Agreement contained herein.

- D. **PROVISIONAL-FINAL RATES:** The grantee/contractor must submit a proposal to establish a final rate within six months after their fiscal year end. Billings and charges to Federal awards must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

Indirect costs allocable to a particular award or other cost objective may not be shifted to other Federal awards to overcome funding deficiencies, or to avoid restrictions imposed by law or by the terms of the award.

E. **SPECIAL REMARKS:**

1. Indirect costs charged to Federal grants/contracts by means other than the rate(s) cited in this Agreement should be adjusted to the applicable rate cited herein and applied to the appropriate base to identify the proper amount of indirect costs allocable to the program.
2. Grants/contracts providing for ceilings as to the indirect cost rates(s) or amount(s) which are indicated in Section I above, will be subject to the ceilings stipulated in the contract or grant agreements. The ceiling rate or the rate(s) cited in this Agreement, whichever is lower, will be used to determine the maximum allowable indirect cost on the contract or grant agreement.
3. It is agreed that staff of the Haliwa-Saponi Indian Tribe will maintain auditable labor distribution reports as necessary to reflect actual activities of employees in accord with OMB Circular A-122, Attachment B, Item 8., m. Support for Salaries and Wages.

The indirect cost pool consists of:

- a. Salaries and benefits of the following positions which are the only positions that may charge time to indirect costs for fiscal year 2013: Facilities Coordinator Administrative Assistant, Finance Officer, Tribal Administrator, and Maintenance Supervisor.
- b. Administrative support costs as follows: Administrative Expenses, Facilities Operation, and Insurance.

4. Fringe benefits other than paid absences consist of the following: FICA, Unemployment Insurance, Medical Insurance, and Annuity.

ACCEPTANCE

BY THE ORGANIZATION:

Haliwa-Saponi Indian Tribe
P. O. Box 99
Hollister, North Carolina 27844
(Grantee/Contractor)

(b)(6)

(Signature)

Maynard Ealing
(Name)

Interim Tribal Administrator
(Title)

2-26-2014
(Date)

**BY THE COGNIZANT AGENCY
ON BEHALF OF THE
FEDERAL GOVERNMENT:**

U.S. DEPARTMENT OF LABOR
Division of Cost Determination
415 Broad Street
Mount Airy, NC 27030
(Government Agency)

(b)(6)

(Signature)

For
Victor M. Lopez
(Name)

Chief, Division of Cost Determination
(Title)

February 24, 2014
(Date)

Negotiated By: Damon L. Tomchick
Telephone No.: 240-475-2786

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Haliwa-Saponi Native Youth Initiative
Budget Narrative

A more detailed budget includes the following:

Year 1

Personnel: \$78,000

1. Project Director (PT) - 5%
2. Project Manager (PT) - 45%
3. Instructional Literacy / Math Coach (FT) – 100%
4. Indian Education Instructional Coach (PT) – 50%

Fringe for one FTE: \$8,000

Travel: \$5,000

Project Director and other representatives attend annual meeting with Office of Indian Education

Partnership with Iredell-Statesville: travel for team of teachers and Instructional Coaches

Equipment: \$18,400

2 sets of 18 laptops x \$400 per = \$14,400

2 Mobile Labs x \$500 per = \$1,000

Technology Infrastructure = \$3,000

Supplies: \$52,220

Instructional Materials for Differentiated Instruction & Blended Learning

Professional Development Materials

Seminar Materials, Incentives & Refreshments x 3 events per year

Funds for ACT or SAT second chance tests

Contractual: \$35,000

imaginED Partners

Total Direct Costs: (lines 1-8): \$196,620

Indirect Costs: \$7,577

Total Costs: \$204,197

Year Two

Personnel: \$80,000

1. Project Director (PT) - 5%
2. Project Manager (PT) - 45%
3. Instructional Literacy / Math Coach (FT) – 100%
4. Indian Education Instructional Coach (PT) – 50%

Fringe for one FTE: \$8,000

Travel: \$5,000

Project Director and other representatives attend annual meeting with Office of Indian Education

Partnership with Iredell-Statesville: travel for team of teachers and Instructional Coaches

Equipment: \$14,400

2 sets of 18 ipads x \$400 = \$14,400

Supplies: \$32,220

Instructional Materials for Differentiated Instruction & Blended Learning
Professional Development Materials
Seminar Materials, Incentives & Refreshments x 3 events per year
Funds for ACT or SAT second chance tests

Contractual: \$1,500

imaginED Partners

Total Direct Costs: (lines 1-8): \$141,120

Indirect Costs: \$7,577

Total Costs: \$148,697

Year Three

Personnel: \$82,000

1. Project Director (PT) - 5%
2. Project Manager (PT) - 45%
3. Instructional Literacy / Math Coach (FT) – 100%
4. Indian Education Instructional Coach (PT) – 50%

Fringe for one FTE: \$8,000

Travel: \$2,500

Project Director and other representatives attend annual meeting with Office of Indian Education

Equipment: \$10,000

Technology for Classrooms – Document Cameras & Smartboard equivalents

Supplies: \$16,720

Instructional Materials for Differentiated Instruction & Blended Learning
Professional Development Materials
Seminar Materials, Incentives & Refreshments x 3 events per year
Funds for ACT or SAT second chance tests

Contractual: \$512

imaginED Partners

Total Direct Costs: (lines 1-8): \$119,732

Indirect Costs: \$7,577

Total Costs: \$127,309

Year Four

Personnel: \$84,000

1. Project Director (PT) - 5%
2. Project Manager (PT) - 45%
3. Instructional Literacy / Math Coach (FT) – 100%
4. Indian Education Instructional Coach (PT) – 50%

Fringe for one FTE: \$8,000

Travel: \$2,500

Project Director and other representatives attend annual meeting with Office of Indian Education

Partnership with Iredell-Statesville: travel for team of teaches and Instructional Coaches

Equipment: \$1,000

Supplies: \$9,720

Instructional Materials for Differentiated Instruction & Blended Learning

Professional Development Materials

Seminar Materials, Incentives & Refreshments x 3 events per year

Funds for ACT or SAT second chance tests

Contractual: \$7,000

imaginED Partners

Total Direct Costs: (lines 1-8): \$112,220

Indirect Costs: \$7,577

Total Costs: \$119,797

Personnel

1) Project Director: Masters degree with five years experience in tribal history or public administration and /or manages grant portfolios and operations or a combined equivalent of experience and education; skills in planning, development, financial management and leadership experience (5% part time-\$1,750.00 per year). The Project Director will ensure the project's status and report to the Haliwa-Saponi Tribal Council Executive Committee the day-to-day operations, activities, performance and progress of the milestones of management.

2) Project Manager: Masters degree with five years experience in curriculum and instruction or support services, teacher development and/or program administration or a combined equivalent of experience and education; skills in management and supervision, implementation of programs, and leadership of district-wide teams (45% part time \$15,750.00 per year). The Project Manager will be responsible for managing the scope of work and handling the daily administrative responsibilities and other functions necessary to ensure project objectives are achieved on time and within budget.

3) Instructional Literacy/Math Coach: Masters degree with five years experience in planning and classroom instruction, Professional Learning Communities (PLCs), Response to Instruction (RtI), or a combined equivalent of experiences and education, in the following -Coaching teachers, model lessons, and providing feedback to colleagues, implementing core programs in

literacy and mathematics and other approved programs in the school (**full time 100%-\$35,000**).

Assist teachers to embed assessments into daily instructional work and differentiate instruction to close gaps and improve student achievement. The Instructional Literacy/Math Coach participates in working toward achieving performance objectives and outcomes of the HSNYI.

4) Indian Education Instructional Coach-Masters degree preferred in American Indian Studies and/or experience in academic content area or school counseling and/or a combined equivalent of experiences and education to address all students' academic, career and personal/ social development needs by designing, implementing, evaluating and enhancing the cultural responsiveness of the school classrooms and programs (**part time 50%-\$17,500.00 per year**)
Develop and support a culture of reflective practice among teachers regarding cultural responsiveness to the Haliwa-Saponi Indians. Coach teachers, model lessons, and provide feedback to teacher -colleagues. Serve as a liaison to student, teacher and community in cultural practices.

Fringe Benefits - The fringe percentage is calculated at 22.2% average of salary based on the Employer's Tax Guide to fringe benefits.

Travel – **Iredell-Statesville Schools** is recognized as a model for Performance Excellence in North Carolina for over a decade. The school district is recognized as a best practice model. One core component of this model is raising achievement and closing gaps; in the HSNYI, these strategies modified to ensure cultural responsiveness will lead to preparedness in career and college readiness for Native students. HSNYI will implement the model.

Year 1	Year 2	Year 3	Year 4	
Iredell Statesville	Iredell Statesville	Iredell Statesville	Iredell Statesville	
2 trips \$1648.00 for 5 People Travel, Meals, and Overnight	2 trips \$1648.00 for 5 People Travel, Meals, and Overnight			
OIE – Washington \$3, 352 for 3 People Travel, Meals, and Overnight	OIE Washington \$3, 352 for 3 People Travel, Meals, and Overnight	OIE Washington \$2,500 for 2 People Travel, Meals and Overnight	OIE Washington 2,500 for 2 People Travel, Meals and Overnight	
				TOTAL
5,000	5,000	2,500	2,500	15,000

Equipment

Year 1- Equipment: \$18,400

2 sets of 18 laptops x \$400 per = \$14,400

2 Mobile Labs x \$500 per = \$1,000

Technology Infrastructure = \$3,000

Year 2- Equipment: \$14,400

2 sets of 18 ipads x \$400 = \$14,400

Year 3- Equipment: \$10,000

Technology for Classrooms – Document Cameras & Smartboard equivalents

Year 4- Equipment: \$1,000

The equipment will be used to support student learning and engagement such as RtI, ACT, and technology literacy.

Cost estimates were determined by contacting Chief Technology Officer.

Supplies

Year 1 - Supplies: \$52,220

Instructional Materials for Differentiated Instruction & Blended Learning

Professional Development Materials

Seminar Materials, Incentives & Refreshments x 3 events per year

Funds for ACT or SAT second chance tests

Year 2 - Supplies: \$32,220

Instructional Materials for Differentiated Instruction & Blended Learning

Professional Development Materials

Seminar Materials, Incentives & Refreshments x 3 events per year

Funds for ACT or SAT second chance tests

Year 3-Supplies: \$16,720

Instructional Materials for Differentiated Instruction & Blended Learning

Professional Development Materials

Seminar Materials, Incentives & Refreshments x 3 events per year
Funds for ACT or SAT second chance tests
Supplies: \$9,720
Instructional Materials for Differentiated Instruction & Blended Learning
Professional Development Materials
Seminar Materials, Incentives & Refreshments x 3 events per year
Funds for ACT or SAT second chance tests

The supplies support student learning and engagement through differentiated instruction, Seminars (cultural relevance, core content, and ACT – SAT) opportunities.

Contractual

Year 1 - \$35,000-imaginED Partners

Year 2- \$1,500-imaginED Partners

Year 3 -\$512 imaginED Partners

5 Modules with imaginED Partners covering topics that were identified as barriers in the Needs Assessment:

- Cultural Responsiveness and Collectivistic Approach
- Technology
- Blended Learning
- Differentiated Instruction
- Curriculum and Development
- Board Development

Priscilla Jacobs-Maynor is an American Indian and founding principal of educational leadership and design group. She supports organizations and provides strategic guidance to improve learning opportunities and outcomes for Indigenous and underserved children and youth. imaginED Partner – Priscilla Jacobs-Maynor

Time factor – Dr. Maynor will provide ten days of face-to-face professional development, technical assistance throughout the project and culminating facilitating the evaluation of outcomes of HSNYI.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Haliwa-Saponi Indian Tribe Inc

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	78,000.00	80,000.00	82,000.00	84,000.00		324,000.00
2. Fringe Benefits	8,000.00	8,000.00	8,000.00	8,000.00		32,000.00
3. Travel	5,000.00	5,000.00	2,500.00	2,500.00		15,000.00
4. Equipment	18,400.00	14,400.00	10,000.00	1,000.00		43,800.00
5. Supplies	52,220.00	32,220.00	16,720.00	9,720.00		110,880.00
6. Contractual	35,000.00	1,500.00	512.00	7,000.00		44,012.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	196,620.00	141,120.00	119,732.00	112,220.00		569,692.00
10. Indirect Costs*	7,577.00	7,577.00	7,577.00	7,577.00		30,308.00
11. Training Stipends						
12. Total Costs (lines 9-11)	204,197.00	148,697.00	127,309.00	119,797.00		600,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): US Department of Labor

The Indirect Cost Rate is 19.94 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Haliwa-Saponi Indian Tribe, Inc	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Archie	<input type="text"/>	Lynch	<input type="text"/>

Address:

Street1:	PO Box 99
Street2:	39021 Hwy.561
City:	Hollister
County:	Halifax
State:	NC: North Carolina
Zip Code:	27844-0099
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="252-586-4017"/>	<input type="text" value="252-586-3918"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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