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**Final Report, Recommendation, and Outline
for new Hopi Education Code
to Replace
Ordinance No. 36**

**Presentation to
Hopi Tribal Council**

**Hopi Veteran's Memorial Center
Wellness Conference Room**

February 20, 2019

Final Report, Recommendation, and Outline for new Hopi Education Code to Replace Ordinance No. 36

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**FINAL REPORT, RECOMMENDATION, AND OUTLINE
FOR NEW HOPI EDUCATION CODE TO REPLACE ORDINANCE NO. 36**

February 20, 2019

Executive Summary

This Report, Recommendation, and Outline provides my recommendation for the new Hopi Education Code to replace Ordinance No. 36, and adopt a Unified School District model. Ordinance No. 36 was adopted by Tribal Resolution in 1981, when all Hopi schools were operated by the Bureau of Indian Affairs. Because all Hopi schools are now operated by the Hopi Tribe under the Tribally Controlled Schools Act, Ordinance No. 36 is out of date and largely not applicable to Hopi schools.

This revision of Ordinance No. 36 is part of the Bureau of Indian Education (“BIE”) Tribal Education Department (“TED”) grant the Hopi Tribe received in 2016. The Tribe sought this grant to examine options for developing a comprehensive system to build tribal capacity to operate Hopi’s schools. This examination was completed in a Feasibility Study by Public Works LLC in May 2018. The Feasibility Study identified four separate Options for the Tribe to consider. In summer 2018, Chief School Administrators (“CSAs”), school board members, and other stakeholders met to discuss the Feasibility Study’s Options 1 through 4. On September 5, 2018, Tribal Council directed the Department of Education and Workforce Development to provide more information on Options 3 and 4. This additional information was provided to Tribal Council on November 7, 2018.

Each Hopi school is essentially operating as its own unified school district. Each is required to undertake all the roles, responsibilities, and federal reporting requirements of a school district. This overburdens administration personnel, and does not allow the schools to achieve cost savings, consistent policies and curriculum, and economies of scale.

CSAs, teachers, and other stakeholders are in general agreement that some centralized support would benefit the schools’ ability to provide educational and administrative services. Some are concerned that they may lose local autonomy and that there may be over-reach by the Tribal Council or a superintendent. At the same time, there is a need for greater administrative support and greater accountability for Hopi schools. The proposed Hopi Education Code seeks to balance all these needs and considerations.

Following many meetings with Hopi schools and communities and analysis of the Feasibility Study’s findings and recommendations, tribal education codes, and education law and policy, it is my recommendation that the Hopi Tribe adopt an Option 4 Unified School District model that is tailored to Hopi schools. If adopted by the Hopi Tribal Council, the basic structure of this Option 4 Unified School District model would be set forth in the new Education Code, and would replace Ordinance No. 36.

The Hopi Education Code should be completed no later than June 2019. If adopted by the Hopi Tribal Council, the project will enter a Planning phase during which stakeholders will plan the detailed structures and procedures of the new Hopi Unified School District (“HUSD”). Once Planning is completed, the project will enter the Implementation phase to transition to the new Hopi Unified School District. While some aspects of the new Hopi Education Code will begin as soon as the Code is adopted, the entire transition process will likely take 1-2 years.

Part A. Hopi's Tribally Controlled Schools

All seven of the Hopi Tribe's schools are Tribally Controlled Schools under the Tribally Controlled Schools Act, Pub. L. No. 100-297. *See* 25 U.S.C. §§ 2501, *et. seq.* Beginning in 1991, the Hopi Tribe applied for and received grants "to assume operation of [its] Bureau funded schools." 25 U.S.C. § 2502(a)(1)(C). The Tribe completed this process when the last Hopi school converted to a Tribally Controlled School in 2014 (**Addendum No. 1**).¹

As the governing body of the Hopi Tribe, the Hopi Tribal Council is the grantee of the Tribe's seven Tribally Controlled Schools. The Tribal Council wants to ensure that all children attending Hopi schools are provided the very best educational opportunities. However, the Council does not want to directly operate or oversee the schools.

As such, upon receiving the authority to manage the Tribe's schools, the Tribal Council delegated this authority to each individual school by Tribal Resolution. Now that all seven of Hopi's schools are Tribally Controlled schools, the Hopi Tribe has a very unique opportunity to determine the education of the Tribe's children. The Hopi Tribe – not the State of Arizona or the BIE – has the sovereign authority and responsibility to direct and shape the educational policy for all children attending Hopi schools.

1. Option 4 Unified School District Model for the new Education Code

It is my recommendation that the Hopi Tribe adopt an Option 4 Unified School District model that is tailored to Hopi schools. This recommendation is based on the Feasibility Study's findings and recommendations, community and stakeholder input, and my findings and analysis of tribal education codes and education law and policy. It is also based on Tribal Council's September 5, 2018 direction to the Department of Education and Workforce Development to focus on Options 3 and 4.

I also recommend that Hopi develop a Comprehensive 5- and 10-year Hopi Education Plan ("Plan"). This Plan could be created during the planning phase for the new Hopi school system. The 5-year plan should focus on planning, organizing, and implementing the new Hopi Unified School District. The next five years of the 10-year plan should focus on adjusting and creating a learning system the Tribe wants for its children so that it truly reflects Hopi academic goals and priorities as well as Hopi language, culture, values, and history.

By bringing all the schools together under a single, unified school district, the schools will be able to pool their expertise and join together to develop a comprehensive vision and strategy for the education of all children who attend Hopi's Tribally Controlled Schools.

2. Overview of a Hopi Unified School District

This recommendation for a unified school district is meant to enhance and build on the good work and successes that are being done in Hopi schools. Through this centralization, the schools and administration will be able to best identify those policies and methods that are

¹ A list of Hopi's seven Tribally Controlled Schools, their date of conversion to a Tribally Controlled School, and the Tribal Resolution establishing their conversion and delegation is in **Addendum No. 1**.

successful and expand and improve them. This centralized resource-sharing system will also better ensure equalization of resources and opportunity. For example, a federal grant specialist could identify federal grants on a daily basis, report these grants to all Hopi schools, and assist with grant writing. This district will create a system that is not dependent on volunteerism or a specific individual person, which would collapse if stakeholders changed their mind or pulled out of the system. Instead, the unified school district will create policies and procedures to provide consistency, accountability and effectiveness for all Hopi schools for generations to come.

An Option 4 Unified School District model could be implemented for Hopi schools with the following structure. An organizational chart of the Hopi Unified School District stakeholders is provided in **Addendum No. 2** and in Tables 5 and 6.

Creation of a Hopi Unified School District. A Hopi Unified School District would bring all seven Hopi schools together under the oversight of a new “Hopi School Board.” This new Hopi School Board would be organized as an independent “Regulated Entity.” The Hopi Tribe created Regulated Entities to serve as quasi-independent governmental bodies to advance the laws, policies, and best interests of the Hopi Tribe. To accomplish this: “Tribal Council delegates responsibility for carrying out these laws and policies to the Tribe’s . . . ‘Regulated Entities.’ The Tribal Council retains the responsibility to conduct review and oversight in respect to whether these entities are executing the law and policy fully and effectively.” Hopi Tribal Council Resolution H-118-2015, Section 1.H, pp. 7-8.

As a Regulated Entity, the Hopi School Board would have general oversight over Hopi’s seven Tribally Controlled Schools, a Superintendent, a central staff, and the local school boards. The Hopi School Board would replace the existing Hopi Board of Education, which would be disbanded. As discussed in section A.4 below, the exact policy-making and oversight powers of the Hopi School Board would be determined upon deciding whether the Hopi Unified School District is organized under a single BIE grant or seven BIE grants with one grant going to each school as they do now.

Members of the Hopi School Board would be decided by a vote from each attendance area. Each attendance area will vote for one member to be on the Board. Each local school board will also nominate an alternate member to the Hopi School Board who will only vote in the event the elected member is not present. This will assure equal representation and authority for each local school and attendance area on the Board.

Superintendent. The Hopi School Board will hire and oversee a Superintendent, who must be thoroughly qualified/certified with significant administrative and educational experience. The Superintendent will be charged with making day-to-day administrative decisions for the Hopi Unified School District. The Superintendent will manage the central administration staff, assist schools with administrative and personnel issues, and prepare an Annual Report to Tribal Council.

Local School Boards. The current local school governing boards would be called “local school boards.” The specific duties of the Hopi School Board and local boards will be set forth in the Code. Their specific duties will be determined by whether the HUSD is operating under a single or 7 grant system.

Local Schools. Local schools would continue to have day-to-day management authority over their schools, and would implement policies set forth by the Hopi School Board and their local school boards. The schools would make hiring/firing decisions for school staff, budget needs, supplies, transportation needs, etc., but must follow personnel and other Hopi School Board policies.

3. How to Fund a Hopi Unified School District

BIE Budget was nearly \$30 million for all Hopi Schools Last Year. My research has shown that it is financially feasible to create a Hopi Unified School District at Hopi with existing BIE funding. The Tribe, however, would likely need to consider funding the office building space for the Superintendent and central office. This conclusion is supported by examining other unified school systems' budgets.

As shown in Table 1, Bureau of Indian Education revenue funds provided to Hopi schools for the 2017/2018 school year was \$29,502,874.² This BIE budget covers all seven Hopi schools and is calculated based on the schools' combined 3-year rolling student enrollment average. For 2017/2018, this 3-year average was 1,446 students. This results in a spending of \$20,403 per student at Hopi in 2017/2018.

Like unified school districts, this BIE budget includes all operational, administrative, food and transportation costs. Because this BIE budget is based on the 3-year rolling average, this means that when students leave Hopi schools, the total BIE budget, including operational and administration costs, will also go down. If students return to Hopi schools, the total BIE budget will go up.

Table 1 – BIE Budgets for Hopi Schools in 2017/2018

| HOPI SCHOOL | ANNUAL BIE BUDGET |
|-----------------------------------|------------------------------|
| First Mesa Elementary School | \$3,009,120 |
| Second Mesa Day School | \$5,458,593 |
| Hopi Day School | \$2,828,578 |
| Hotevilla Bacavi Community School | \$1,957,692 |
| Moencopi Day School | \$2,570,970 |
| Keams Canyon Elementary School | \$2,174,318 |
| Hopi Junior Senior High School | \$11,503,603 |
| TOTAL: | \$29,502,874 |

² Bureau of Indian Education, Hopi School budgets for 2017/2018 school year (Nov. 2018).

To determine if this BIE budget of nearly \$30 million would be enough to fund a unified school district at Hopi, it is necessary to evaluate how this spending compares to other unified school districts. In Table 2, the spending per student is compared across many different unified school districts, including: U.S. average; State of Arizona; Small, rural school districts in Arizona; and the Chinle Unified School District, an Arizona state public school district. Located east of Hopi, Chinle has 7 schools and 3,600 students, and is the largest school district in the Navajo Nation in both student counts and geographic area.

Table 2 – Unified School Districts Spending Per Student

| NATIONAL AVERAGE PER STUDENT³ 2016 | STATE OF ARIZONA PER STUDENT⁴ 2017 | SMALL, RURAL SCHOOL DISTRICTS IN ARIZONA PER STUDENT⁵ 2017 | CHINLE, AZ UNIFIED SCHOOL DISTRICT, PER STUDENT⁶ 2017 | BUREAU OF INDIAN EDUCATION AT HOPI PER STUDENT 2017 |
|--|--|--|---|--|
| \$11,762 | \$8,141 | \$7,774 | \$13,653 | \$20,403 |

As shown above, the Hopi Tribe receives much more funding per student than most school districts across the United States and Arizona with a spending average of \$20,403 per student.⁷ These school districts are able to provide educational services at lower rates because they utilize centralized uniform operations, cost savings, and economies of scale.

Table 2 shows that a unified school district at Hopi could be funded through existing BIE budgets if schools stopped duplicating administrative efforts and used their group purchasing power to reduce costs. Because Hopi actually has a significantly higher budget coming to the reservation, a unified school district could more successfully use these funds to, for example, pay higher teacher salaries, fund innovative educational activities, and provide more vocational and other post-secondary preparation classes.

Even though Hopi schools are receiving more funding than most schools, some Hopi schools report that they are struggling to meet their budget needs. The reasons for this are not entirely clear, but it may be in part due to the fact that the schools are spending so much on administrative work, not purchasing goods and services in bulk, and do not have or may not be

³ U.S. Census Bureau, “Annual Survey of School System Finances, FY 2016” (May 21, 2018).

⁴ Arizona Auditor General, “Arizona School District Spending Report, FY 17” (March 2018).

⁵ Arizona Auditor General, “Arizona School District Spending Report, FY 17” (March 2018).

⁶ Arizona Auditor General, “Chinle Unified School District, FY 2017” (March 2018). Chinle’s spending per student of \$13,653 is higher than other rural Arizona districts because it includes both state and federal funds as it serves a large Native student population (mostly Navajo).

⁷ To compare equally across all school systems, only operational expenditures are included here. Nonoperational/capital expenditures (e.g., land, buildings, interest, equipment) are not included, and amount to about an additional \$1500/pupil/year for both Arizona and the national average.

following accountability procedures to ensure best accounting, human resources, and management practices.

Example of a Tribally Controlled Unified School District. The Feasibility Study included an example of a tribe who has successfully implemented a single grant, unified school district -- the Choctaw Tribe of Mississippi. The Choctaw system demonstrates that a BIE budget can sustain the cost of running a unified school district within a Pub. L. No. 100-297, Tribally Controlled School system. Here is an overview of the Choctaw unified school district:

- a) For nearly 30 years, the Choctaw Tribe has operated a unified school district under a single, Tribally Controlled School BIE grant.
- b) Entitled the “Choctaw Tribal School System,” Choctaw’s school district operates eight (8) Tribally Controlled schools with 2,340 students, spread out over a 423 square mile area. Choctaw’s Tribal Council serves as its School Board. When Choctaw converted all of its schools to Tribally Controlled Schools in 1989, the Tribe disbanded all of its local school boards.
- c) Choctaw has a Director of Schools, who serves as the superintendent and manages a centralized administration staff of about 30 employees. There is also an additional 30 administration staff within the schools themselves (principals/assistant principals/secretaries).
- d) The annual BIE budget for all Choctaw schools is \$35 million. This budget covers the cost of operating all eight Choctaw schools, including administration costs and salaries and their School Board. This results in an average spending of \$14,957 per student.
- e) The Choctaw Tribe does supplement the BIE budget by providing the office building space for the central administration staff and some supplemental programming (e.g., teaching assistants and after-school activities), but the Tribe does not pay for any operational or administrative funding.
- f) Finally, their Director reports that the Choctaw school district has seen: “Incredible improvements in graduation rates, assessments, social/behavioral issues, culture/language activities in the schools. The tribe being in control and all the schools working together makes a huge difference.” Additional information about their unified school system can be found on their website, www.choctawtribalschools.com.

4. Single BIE Grant versus Seven BIE Grants

For the funding structure of a Hopi Unified School District, the Tribe could convert to a single BIE grant, as the Choctaw unified school district is organized. Alternatively, the Tribe can continue with seven separate BIE grants, as the schools currently receive their BIE funds. After 2 to 5 years, HUSD could re-evaluate and convert to single grant.

Single BIE Grant. If the Tribe chose to fund the Hopi Unified School District under a single BIE grant, the Tribe would need to pass a Tribal Resolution stating that the schools would now be operating under a single BIE grant. This Resolution would then be sent to BIE. No further BIE action would be needed. Administration of Hopi's BIE funds would be under the supervision of the new Hopi School Board, as a Regulated Entity. Most BIE funding would not change under the single grant option. The only budget difference with a single grant option is that BIE "administration costs" grant funds would likely be reduced to account for the decrease in administration costs.

For example, using Hopi's budget numbers for the 2017-2018 school year, the administration costs grant for all Hopi schools combined would be reduced by \$1,159,100. This would result in a per student spending average of \$19,602 at Hopi. This is still far above the amount spent per student in Arizona, the National average and most other unified school districts. While this option would bring in less administration cost dollars, the administration budget would also be reduced due to increased efficiency and cost savings, and therefore, it may not result in a net loss. In addition, the schools would no longer have to maintain their own accounting systems, annual audits, attorneys, BIE reporting requirements, etc.

Some school CSAs and school board members are mistrustful and concerned that the Tribe would have access to the school funds and use those funds for non-school purposes. However, under federal law, Tribally Controlled School funds must be kept in a separate operating account for school purposes only and not mixed with other tribal funds. 25 U.S.C. § 2502(a)(2). Another related concern was whether one school's funds could be transferred to another school. Federal law does allow for some transfer of funds between schools, but limits any transfers to either 10% of an individual school's BIE budget, or \$400,000 – whichever is less. *Id.* § 2502(c).

Seven BIE Grants. If the Tribe chose to fund the Hopi Unified School District with seven separate BIE grants, as the schools are currently funded, the schools would sign Memorandum of Agreements ("MOAs") with the Hopi School Board.⁸ The MOAs would need to be approved by the Hopi Tribal Council. These MOAs would contain joint-purchasing agreements that allow the schools to "purchase" administration services and supplies from the Hopi Unified School District. This would ensure that the costs allocation formula for administrative services is agreed to by all parties and the responsibilities of each party are clearly identified.

⁸ This unified school district with memorandum of agreements is a combination of an Option 3 and Option 4 system.

Several CSAs indicated that they would agree to contribute to this sort of system. While this option would not result in any loss of BIE administration costs funds, it would be more administratively complex than a single grant system under the Hopi School Board. In addition, the schools would still need to maintain their BIE reporting, accounting, and legal requirements. There would also be limited oversight and accountability from the Hopi School Board.

Comparison Tables. The Tables on the following four pages explain how the Hopi Unified School District would be organized under a Single BIE Grant versus Seven BIE Grants.

Table 3 compares spending per student in BIE-funded schools in 2017/2018:

- Choctaw’s unified school district under a single grant;
- BIE funding at Hopi under seven BIE grants; and
- BIE funding at Hopi under a single BIE grant.

Table 3 demonstrates that there is ample BIE funding to fund a Hopi Unified School District under seven grants, as well as under a single grant even with some reduced administration cost funds.

Table 4 on the next page lists the pros and cons of a single BIE grant and the seven BIE grants with MOAs.

Table 5 shows an organizational chart of how the Hopi Unified School District would be organized under a single BIE grant.

Table 6 shows an organizational chart of how the Hopi Unified School District would be organized under seven BIE grants.

Table 3 – Choctaw and Hopi BIE Funding

| CHOCTAW TRIBAL SCHOOL SYSTEM MISSISSIPPI PER STUDENT 2017 | BIE FUNDING UNDER 7 GRANTS AT HOPI PER STUDENT 2017 | BIE FUNDING UNDER SINGLE GRANT AT HOPI PER STUDENT 2017 |
|--|--|--|
| \$14,957 | \$20,403 | \$19,602 |

Table 4 – Pros and Cons of Single Grant versus Seven Grants

| | PROS | CONS |
|---|--|---|
| Single BIE Grant | <ul style="list-style-type: none"> • Consistency of curriculum, accountability, education policy, and strategic planning • Increased oversight over schools • Provides centralized services, e.g. transportation, HR, special education, insurance/benefits, food procurement • Schools maintain day-to-day management • Creation of central administration jobs • Administration costs would be reduced due to increased consistency, efficiency and cost savings • Schools would have much less administrative tasks • Schools will no longer have to maintain separate accounting systems, separate annual audits, attorneys, or do their own BIE reporting • Re-focus some school administration employees to provide direct student support services • Consolidating administration services will save money and allow funds to be more effectively used, for example: <ul style="list-style-type: none"> • Pay higher teacher salaries, • Fund innovative educational activities, and • Provide more vocational and other post-secondary preparation classes | <ul style="list-style-type: none"> • Possible consolidation of local school administration jobs • Less local autonomy/decision making • Reduction of some BIE “administration cost” grant funds. In 2017/2018, this would have been \$1,159,100. |
| | PROS | CONS |
| 7 Grants with Memorandum of Agreements | <ul style="list-style-type: none"> • No reduction in BIE “administration costs” grant funds • Provides more local autonomy/decision making • Increased but minimal oversight over schools • Schools maintain day-to-day management • Provides centralized services & jobs, e.g. transportation, HR, special education, insurance/benefits • Some administration costs would be reduced thru central services, but less than with a single grant | <ul style="list-style-type: none"> • Increased administration tasks due to negotiating and implementing MOAs • Less consistency in curriculum, policy, accountability, and strategic planning • Schools continue to duplicate administration work, e.g. separate BIE reporting, separate audits, separate accounting systems, separate attorneys • Limited oversight to ensure best accounting, human resources, and management practices • Possible consolidation of local school administration jobs -- although probably less than under a single BIE grant |

Table 5 – Hopi Unified School District with a Single BIE Grant

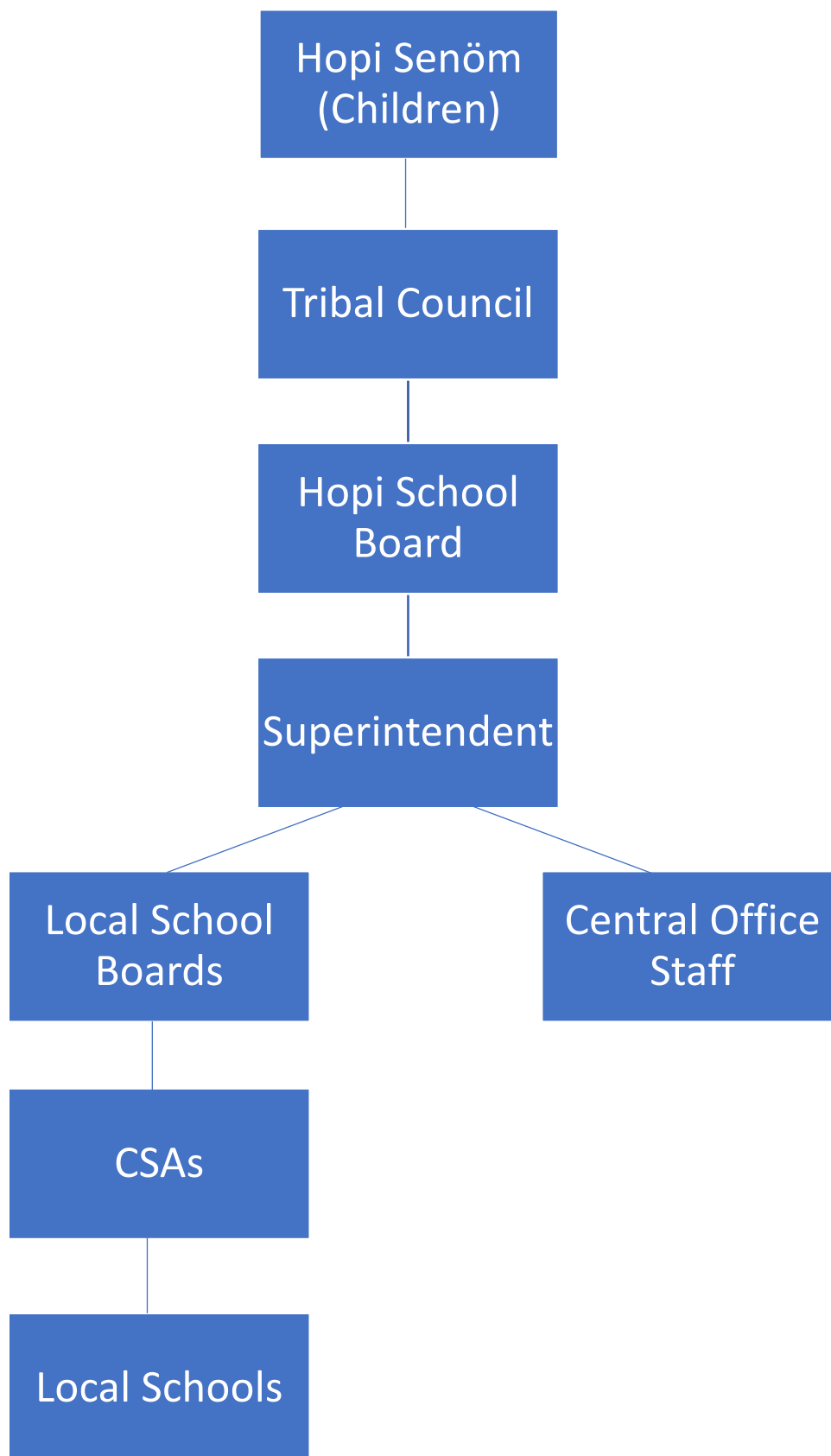
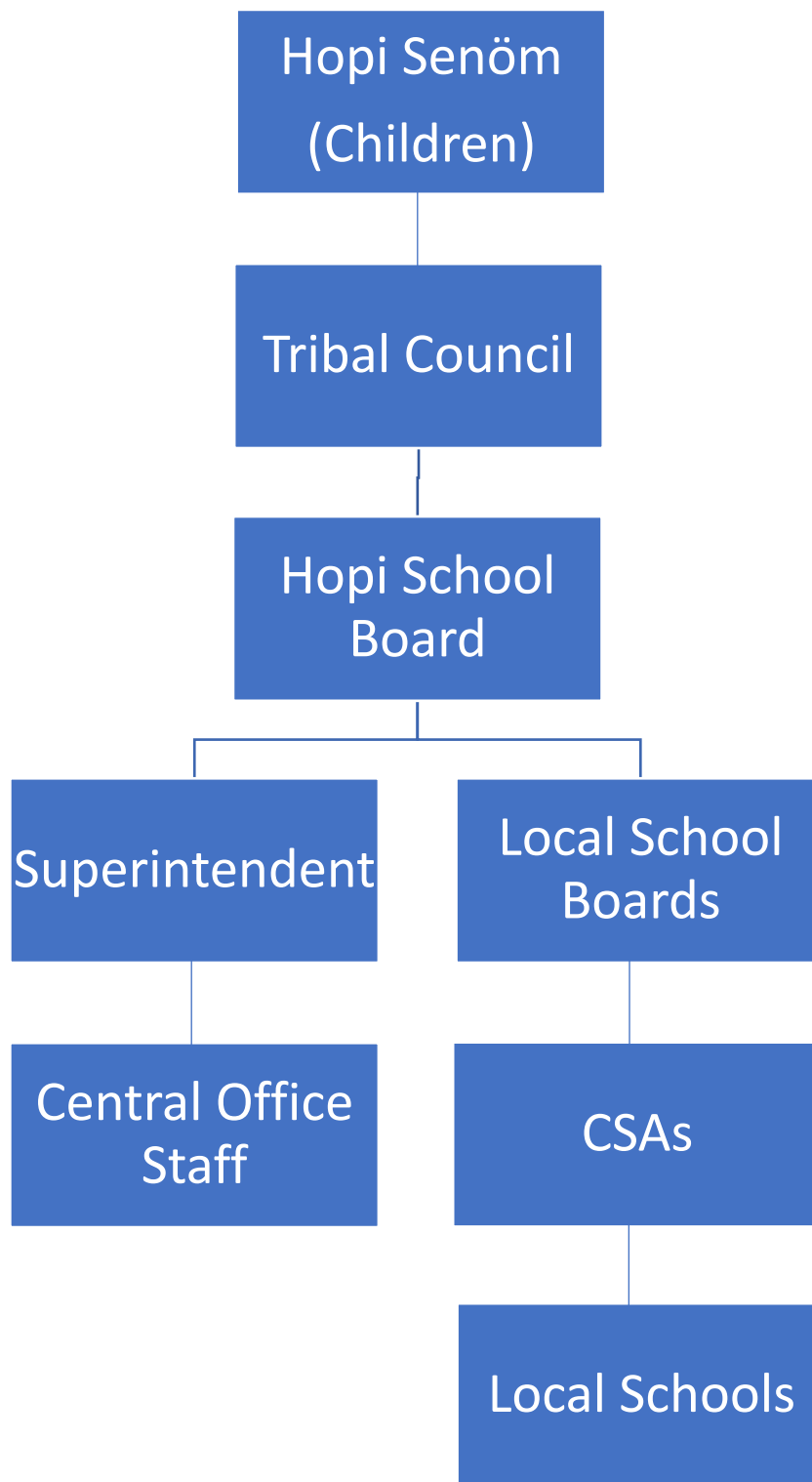


Table 6 – Hopi Unified School District with 7 BIE Grants



Part B. Summary of Community Input Data

This recommendation to adopt an Option 4 Unified School District at Hopi is based in significant part on Hopi community and stakeholder input. The consensus of this input is that “change” is needed for Hopi schools. The majority of all these stakeholders indicate that a stronger centralized system for Hopi schools to provide accountability, consistency, administrative support, and greater educational opportunities for Hopi students is needed. Below is a summary of the community and stakeholder meetings, surveys and data that helped generate this analysis and recommendation.

1. Number of Community and Stakeholder Meetings

Community and stakeholder input has occurred throughout the course of the TED grant study beginning in 2016 and continuing to the present. In total, at least **107 community and stakeholder meetings and presentations and 8 Tutuveni articles** occurred throughout this project. For example, in a summer 2018 meeting, stakeholders developed a draft vision statement as guidance on this work and all Hopi schools. This early draft states as follows:

Hopituy Öqalankyàakyangw Puhuvööpava Itamuy Tsaami’ywisni
Encouraging Hopi people as we are guided along new paths

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

To connect the Hopi people with the finest academic resources, and
expose all students to the best educational experiences.

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

The participants in these meetings and presentations include community members, students, parents, teachers, teacher assistants, CSAs and administration staff, operations and transportation staff, local school board members, Hopi Board of Education, Health and Education Committee, TED Advisory Group,⁹ Public Works LLC, and Angelina Okuda-Jacobs. Additional meetings and consultation are planned for Spring 2019 as the first and second drafts of the new Hopi Education Code are developed.

2. Community and Stakeholder Survey Results

Public Works also gathered significant community and stakeholder input through surveys for use in their Feasibility Study analysis. These survey questions were developed in

⁹ The TED Advisory Group included: Chairman and Vice Chairman representatives, Health & Education Committee, CSAs, HBE, University Professors (Drs. Garcia, Shirley, Gonzales, and Nicholas), and the Department of Education and Workforce Development’s Director and Managers for Higher Education and Workforce Development and Early Childhood Education Programs.

conjunction with Hopi Tribal officials, CSAs, Hopi Board of Education, and the Tribe's Department of Education and Workforce Development. The responses are contained in the Feasibility Study's Appendix A ("agree/disagree" questions), and Appendix B ("open-ended" questions). The Feasibility Study, Appendix A, and Appendix B are all available on the Tribe's website at www.hopi-nsn.gov/tribal-services/departments-of-education/.

In total, Hopi education stakeholders completed **605 surveys** as part of the Feasibility Study. Here are the number of responses by each category of respondent:

Community Members -- 142
Parents and Guardians -- 204
Administrators and Teachers -- 94
Hopi High School students -- 165

The "agree/disagree" responses strongly support a unified school system at Hopi. Here is one of the key questions and responses (additional agree/disagree responses are contained in **Addendum No. 3**):

"All the Hopi schools should be one school system."

- 57% of Community Members respondents agreed or strongly agreed.
17% disagreed or strongly disagreed.
- 48% of Administrators and Teachers respondents agreed or strongly agreed.
28% disagreed or strongly disagreed.

Respondents also answered "open-ended" questions in which they could write in their own responses. These almost unanimously support a single, unified school system. They also ask for a single curriculum across all Hopi elementary schools, and want greater accountability for the schools. Here are some of the key comments received in the survey (additional "open-ended" responses are contained in **Addendum No. 4**):

- "Set up a Hopi Reservation-wide Education System to provide uniform, high quality curriculum and education standards. Set up a Reservation-wide Education System where Budget and Expenditures are shared and overseen by a central oversight to keep expenditures low and ensure better funding the classrooms." -- Community Member
- "The number one thing that I know can make a difference is accountability of Hopi School Boards, Superintendents, and Principals. Statistics show that we are not improving and our children are falling behind, so something has to change.... We don't need any more children leaving the reservation because 'the schools on Hopi are bad.'" -- Community Member
- "I would like to see one Superintendent to oversee all the schools and have an onsite principal at every school. In addition, one K-12 administration with an HR Office, Business Office, and Transportation department." -- Administrator and Teacher

- Whenever all respondent categories (Community Member, Administrator/Teacher, Parent/Guardian, Student) discussed local school boards:
 - 15% of respondents wanted to keep local school boards,
 - 19% of respondents wanted to dissolve the local school boards, and
 - 66% of respondents, stated they wanted to see more policies created for the local school boards, for example, institute more accountability and oversight, remove nepotism/favoritism/political decision making, and require educational experience.

3. Angelina Okuda-Jacobs Meetings and Findings

To exam the best structure for the new Education Code, I have closely examined the findings, research and recommendations of the Feasibility Study. I have also conducted community, school and stakeholder visits and meetings at Hopi. I have extensively researched federal, state and tribal education policy, laws and data. Below is a table providing further detail of my meetings with various stakeholders at Hopi:

Table 7 – Angelina Okuda-Jacobs Stakeholder Meetings

| DATE | STAKEHOLDER ATTENDEES | PURPOSE |
|-----------------------------|---|---|
| May 29-31, 2018 | Hopi Board of Education and other education stakeholders | Held meeting with HBE, teachers and other stakeholders. Also attended the Public Works two-day presentation of their Feasibility Study. |
| Week of October 8, 2018 | Met with all seven Hopi schools: CSAs, board members, teachers, students, administration and operations staff. | School meetings to gather input on school needs and priorities and Options 3 and 4. |
| Week of November 5, 2018 | Met with community members, parents, CSAs, staff, teachers, teacher assistants, and students; also met with Tribal Council, Hopi Board of Education, and the Hopi Foundation. | Community meetings to gather input from Hopi village communities, parents, and students. Also conducted additional school meetings. |
| December 19, 2018 | Met with Hopi Board of Education, CSAs, school board members, and Hopi university professors | Presented draft report, recommendation and outline to get feedback |
| Week of January 21, 2019 | Met with community members, school CSAs, village CSAs, school board members, teachers, students, Tribal Council members, and other stakeholders | Presented draft report, recommendation and outline to get feedback and input |

Below are the key findings from my meetings and research along with the Feasibility Study's findings and community demonstrate that Hopi schools are in significant need of administrative support. In addition, while the schools are working to make improvements and identify those methods and policies which are effective, the academic needs and life skills of so many students are still not being sufficiently met. Many of the findings listed below would be resolved or significantly improved with a centralized administration staff and structure to address these matters across all Hopi schools.

a) Status of Schools

- Hopi schools are all essentially operating as their own unified school district. Each school is required to undertake all the roles, responsibilities and federal reporting requirements of a school district. This overburdens administration personnel and does not allow the schools to achieve cost savings, efficiencies from uniform operations, and economies of scale. Because administration and teaching staff are so busy with the operation of the schools, there is much less time to create multi-year strategic planning, develop curricular and assessment plans, and engage in dynamic teacher and administrative evaluation and planning.
- Because the schools have high administration costs, they use their school operational/education funds (ISEP, for example) to supplement the administration costs grant funds the schools receive.
- Some of the schools report positive changes like increased higher graduation rate, more collaboration between schools, and greater parental involvement. One of the greatest assets of the schools are the school CSAs who clearly have an incredible dedication and care for their school and students.
- At the same time, most students are not doing well academically, struggle to perform at grade level, and the schools report generally low or extremely low (single digit) proficiency on their students' assessment tests.
- Schools report significant behavioral/social issues among both elementary and junior high and high school students. These issues include bullying, gossip, alcohol and drugs, and emotional issues stemming from social issues at home that carry over into the classroom. Some of the schools specifically asked for greater Tribal involvement of social and behavioral health services to address these social issues that are prevalent in many villages.

b) Primary Concerns of CSAs and School Board Members.

- Some CSAs and members of elementary school boards are primarily concerned that the Tribal Council will take control over the schools. They are also concerned that the Council may seek to use BIE school funding for non-school purposes, particularly with the likely budget shortfalls the Tribe may experience in the coming years. They also do not want the local school boards to be dissolved.

- Over the last year, the CSAs have been holding discussions on ways they could collaborate. This is a positive step toward the schools working together, but to date, these discussions have not resulted in any specific collaborative program or effort. There is also no system in place to ensure equal and fair use of resources, open communication, data sharing, and accountability.
- c) Areas to be Centralized: CSAs and members of elementary school boards generally agreed that many areas could be centralized. Some of the areas most stakeholders suggested could be centralized include:
- Transportation: All elementary schools suggested a centralized transportation system for Hopi; however, one elementary school had questions about what would happen to buses the school had previously purchased. In another case, one bus driver stated that she personally inspects underneath her bus because there are no mechanics on the school staff. She is also one of two drivers at her school. There are no substitute drivers. Therefore, if the other driver is out sick, she must do the entire route herself which results in some of the students being on the bus for two and half hours in the morning and in the afternoon.
 - Special Needs Education: Stakeholders generally do not want a single school where all of the special needs students would attend. Instead, they asked for a centralized support program that would assist with special needs services, hiring and retaining special needs teachers, and ensuring all special needs rules and regulations are followed.
 - Hopilavayi: Many stakeholders asked for a centralized system to determine certification, curriculum, and assessment for a Hopi language, culture and history program for all Hopi schools.
 - Other areas: Insurance/Benefits, HR, IT, Food Services, Curriculum Specialist
- d) Hopi Junior/Senior High School:
- The Hopi Junior/Senior High School (“HJSHS”) administration reports that they have less need for centralized administrative assistance because they already have significant administrative staffing, budget and transportation resources utilizing their budget of approximately \$11.5 million per year.
 - HJSHS administration’s preference for Hopi schools would be to largely continue the current system in place, and the CSAs meet voluntarily to discuss how they may collaborate to share resources and use their group buying power to reduce costs. They acknowledge that such a system would take longer to show any results.

- In a discussion with HJSHS teachers, some reported that they would support a unified school district.
- Nearly all stakeholders across Hopi agree that the 7th and 8th graders should be separated from the high school.

e) Local School Governing Boards:

- All schools, except one, reported difficulty with finding people to run for their local school governing boards.
- The local school governing boards and the school CSAs generally have good working relationships. However, in some instances, the relationships between the local boards and CSAs are so close that the oversight responsibilities of the boards may not be as effective as the school needs. On the other hand, some school boards sometimes may be unduly critiquing staff personnel and are not following or may not have appropriate personnel procedures.
- One concern raised by many stakeholders is that the school boards traveling budgets and other use of school budgets do not have any oversight or accountability.

f) Nepotism and Favoritism: Many stakeholders reported that bias, nepotism and favoritism are continuing issues among school teaching staff, administration, and school boards. Similarly, disharmony and gossip among teaching/administration staff and community members is present among many of the schools and impacts staff and student morale.

g) Teachers:

- All schools reported difficulty with recruiting and retaining quality teachers.
- There is no significant teacher recruitment, retention or “grow your own” program at Hopi.
- Many teachers and teaching assistants agreed that a unified school district would be beneficial for the Hopi school system. Some also did not think that the local school boards were effective or managed their operating/travel budgets appropriately.
- Teachers are getting pulled from their assigned classes to teach other classes that they are not qualified or trained in or they were not hired for.
- Across all the elementary schools, the teachers are at different pay scales. This leads to competition among the schools for teachers.

- Hopi Junior/Senior High School teachers reported that they have not had an across the board pay increase for 10 years, however, HJSHS administration reports that they did have an across the board pay increase 5 years ago.
 - Some teachers and teacher assistants had concerns about unequal treatment of the staff by administration and lack of consistency in evaluation and enforcement of employee policies.
- h) Many Elementary Students are Transferring between Schools. Many parents/guardians are withdrawing their children and changing schools. Sixty-seven percent of a group of HJSHS Advancement Via Individual Determination (“AVID”) students reported changing schools in a one-year time period when they were in elementary school. One stakeholder reported an extreme case in which one child changed schools four times in just one semester. The reasons for changing schools vary, including job needs of their parents, disputes with a teacher or school administration, unique activities at certain schools, and smaller classroom size/more one-on-one attention.
- i) Elementary Schools:
- Most CSAs and teachers suggested a consistent curriculum and accountability protocols among the elementary schools in part because when students change schools, they are at different levels of preparedness.
 - Junior/Senior High School teachers also confirmed that the elementary school students come into the HJSHS at different levels.
 - However, some also had concerns about losing local ability to determine curriculum and teaching methods.
 - Three of the schools reported they need a new school to be constructed – Moencopi, Hotevilla/Bacavi, and Hopi Day School.
- j) Students Input:
- Hopi Junior/Senior High School Students. In a meeting with a class of 11th grade AVID students at the HJSHS:
 - 43% of them stated that they did not feel prepared for post-secondary education or work life. As these students are some of the high school’s top students and are actively preparing for post-secondary life, this is a high percentage.
 - 67% of them reported that during their elementary school years, they changed schools at least once within a one-year time frame. This is a very high percentage and results in disruption of students’ academic and social development. It also takes administrative time to process

these students' departures and arrivals, particularly as the schools do not currently follow the same data and tracking systems for students.

- For those students who switched schools between a Hopi and non-Hopi school, 100% of them reported that the non-Hopi school was more rigorous, such that they were behind if they transferred into a non-Hopi school, and ahead if they transferred into a Hopi school.
 - They reported that one of the things they dislike about school is when teachers get angry or mad and then take their anger out on the students.
 - They are also looking for opportunities after they graduate so that they can stay on the reservation. They would like to see more internships and vocational classes at the high school. They would also like to see more Hopi culture, history, activities, guest speakers/storytellers, and conversational Hopi language classes.
- Elementary Students reported that their dislikes included:
 - Long bus rides (over an hour and 15 minutes)
 - Bullying/Gossip
 - Needing more good teachers and substitutes
 - Wanting more Hopi culture and language classes, technology, sports, and art and music classes

**Part C. Outline of Proposed Hopi Education Code Implementing an Option 4
Unified School District Model**

*This is an expanded Table of Contents to add more context and clarity for each section.
It will provide the basis for the new Hopi Education Code. Some of these subsections will
change depending on whether operating under a single BIE grant or 7 BIE grant system.*

HOPI EDUCATION CODE

TABLE OF CONTENTS

Chapter 1. General Provisions

Short Title

Authority and Responsibility

Findings, Intent and Purpose, and Declaration of Policy

Definitions

Severability

Repeal of Inconsistent Ordinances and Resolutions

- Hopi Tribal Resolution H-33-81, Ordinance No. 36, is hereby repealed.
- This Education Code supersedes and replaces all prior enactments of the Hopi Tribal Council that are inconsistent with its provisions.

Chapter 2. Creation of a Hopi Unified School District

- All Hopi schools shall be unified and come under the administration of the Hopi Unified School District
- Hopi Unified School District shall be led by the Hopi School Board
- Hopi School Board shall be organized as an independent, Regulated Entity

Chapter 3. Tribal Council

Tribal Council

- Tribal Council delegates authority to the Hopi School Board, as a Regulated Entity, to manage the administration of all Hopi schools and the Hopi Unified School District.
- The Tribal Council retains responsibility to conduct review and oversight in respect to whether the Hopi Unified School District is executing its laws and policies fully and effectively.
- Any person who requests Tribal Council to accept an appeal or any other meeting shall first exhaust all Hopi Unified School District remedies, policies and procedures.
- Hopi School Board bylaws and policies shall be ratified by the Tribal Council.

Chapter 4. Hopi School Board

Creation of the Hopi School Board as a Hopi Regulated Entity

- The Hopi School Board (“Board”) is hereby created as a Hopi Regulated Entity.
- The Board shall replace the existing Hopi Board of Education.
- The Hopi Board of Education shall be disbanded with its powers transferred to the Board upon the date of the first Hopi School Board swearing in.
- The existing local school governing boards shall be titled local school boards with some of their governing and oversight powers transferred to the Board upon the date of the first Hopi School Board swearing in.
 - *[This section may change depending on whether operating under a single or 7 grant system]*

Election of Hopi School Board members

- Total Board membership shall be sixteen (16) members:
 - One member elected from each attendance area (7 members)
 - The first Board election should occur within six (6) months of enactment of the Code.
 - The Board’s members shall vote for a Chairperson and Vice Chairperson of the Board, who shall each be one of the 7 elected Board members.
 - Local school boards shall each nominate a member of their board to the Hopi School Board as an alternate member of the Board. These alternates will only vote in the event that the elected member is not present to vote but may participate in all Hopi School Board meetings. (7 members)
 - Two members appointed to the Board by the Tribal Council as *ex officio* members with no right to vote (2 members):
 - One shall be an Education professional with a least a Master’s degree in Education
 - One shall be a community member or elder selected in consultation with the Cultural Resources Advisory Team of the Hopi Cultural Preservation Office

Terms of office: 4 years, staggered every 2 years

Term Limits

Board Member Eligibility

- Examples: Administration experience, retired teacher, Hopilavayi and culture teacher, field professionals/specialists
- Residency Requirement

Removal from the Board

Vacancy on the Board

Duties and Obligations of Hopi School Board *[This section may change depending on whether operating under a single or 7 grant system]*

- General oversight over all Hopi schools (K-12)

- Ensure that all relevant Hopi, federal and state laws are followed
- Ensure that all schools equally receive Unified School District services based on their student enrollment and status as a Tribally Controlled school
- Adopt educational policy
- Budget oversight
- Adopt Education Standards for all Hopi Schools
- Adopt Curriculum for all Hopi Schools
- Adopt Assessment instruments for all Hopi schools
- Hiring, firing and evaluation of Superintendent
- Hiring and firing of central staff in consultation with the Superintendent (for example, transportation director, facilities director, etc.)
- Hiring and firing of CSAs in consultation with the Superintendent and local school boards
- Ensure the development of a single evaluation policy for all school staff
- Ensure the development of a nepotism policy in hiring and staffing decisions
- Ensure the development of background check and personnel policies for all school staff and local school board
- Evaluation of local school boards
- In consultation with the Superintendent, local school boards, CSAs and teachers, determine those areas which will be centralized in the Superintendent's office and which services will remain with the local schools.
- Ensure all professional development trainers are certified in their respective fields.

Duties and Obligations of the Chairperson and Vice-Chairperson

Hearings

- Board shall have power to hold public hearings on education related matters

Committees

- Hopi School Board may create "Committees" to address specific Hopi education issues
- Purpose and bylaws
- Define Committee membership requirements
 - *[Membership can include parents, teachers, school CSAs, field specialists/professionals, students, and community members.]*
- Hopi School Board should create the following Committees:
 - Transition Committee: Committee to oversee and assist with transition to the Hopi Unified School District and planning and implementation of the new Hopi Education Code and areas to be centralized. Define membership, scope of work and timeframe for work.

- Policies and Procedures Committee: Committee to assist with drafting of HUSD policies and procedures.
- Strategic Planning Committee: Committee to oversee strategic planning and creation of a Comprehensive 5-year and 10-year Hopi Education Plan
- Hopilavayi Committee: Committee to oversee the creation of a Comprehensive Hopi language, culture and history curriculum and assessment program
- Junior High School Committee: Committee to separate the 7th and 8th graders from the Hopi Junior/Senior High School

Bylaws

- Adopt bylaws establishing rules of procedure and internal governance within three (3) months following the Hopi School Board's first election authorized by this Code. These Bylaws shall be submitted to the Hopi Tribal Council for approval.

Policies and Procedures

- Adopt school policies and procedures within nine (9) months following the Hopi School Board's first election authorized by this Code.
- Develop social media policy.
- In developing policies and procedures, the Superintendent shall consider special circumstances of local schools.
- These Policies and Procedures shall be submitted to the Hopi Tribal Council for approval.

Responsibility for unacceptable performance of duties

- In exercising any powers granted, each Board Member shall not be immune from any responsibility that results from willful, knowledgeable and unacceptable performance of his/her duties.

Meetings

- Board shall meet at least once per month.
- Any school official, community member or official may request Special Meetings if in writing and with approval of 2/3 vote of the Board
- Any person who requests Hopi School Board to accept an appeal or any other hearing or meeting shall first exhaust all Hopi Unified School District remedies, policies and procedures.

Records

- Hopi School Board shall keep records and minutes of all meetings.
- All privileged and confidential information must be stored in the Superintendent's central office and access to such information must be restricted to only authorized persons.

Board Expenses

- All Board travel, training, and other board expenses shall be approved by a majority vote of the Hopi School Board.

Chapter 5. Superintendent

- The Hopi School Board shall hire and supervise a Superintendent of all Hopi Schools within one year of the enactment of this Code.
- Superintendent qualifications shall be specified by Hopi School Board, and shall include, but not be limited to:
 - At least five (5) years of mid-level to senior level management with recorded experience in: staff hiring, placement, mentorship, evaluation and professional development; shared leadership; fiscal accountability; program delivery; conflict resolution; teaching; and communication.
 - Must be a certified Superintendent with at least a Master's degree
- Superintendent to provide educational vision and leadership for all Hopi schools:
 - Superintendent provides leadership and direction to all CSAs, community students, and tribal members
 - Superintendent shall promote education sovereignty
 - Superintendent shall support traditional knowledge and language
 - Superintendent shall implement Hopi School Board policies to achieve educational excellence in all Hopi schools.
 - Superintendent shall ensure professional development and growth among all education staff.
 - Superintendent shall maintain a strong record of strategic plan implementation.
 - Superintendent shall maintain a strong record of external relationship development and leadership.
- Superintendent shall have authority to supervise and manage a central staff (for example, transportation director, facilities director, special needs program director, etc.)
- Superintendent's oversight duties to include:
 - Superintendent shall conduct annual evaluations of CSAs
 - Superintendent shall develop, administer, and monitor school budgets
 - Superintendent shall review and ensure compliance with contracts, budget proposals, and modifications prepared by CSAs
- Superintendent shall inform CSAs, committees, and community leaders of all education issues, concerns, policy direction, and needs.
- Reporting and Records Requirements:
 - Superintendent shall, in consultation with local school boards, CSAs, and principals, develop a uniform system of records and a comprehensive data collection and sharing system for all Hopi schools.
 - Compile student data to submit report to Hopi School Board.
 - Meet with Hopi School Board once per month and give

monthly report.

- Provide reports to specific community, tribal, state, and federal agencies as needed.
- All privileged and confidential information must be stored in the Superintendent's central office and access to such information must be restricted to only authorized persons.
- "Annual Educational State of the Hopi Report"
 - Prepare "Annual Educational State of the Hopi Report"
 - CSAs/Principals and Superintendent present "Annual Educational State of the Hopi Report" to Tribal Council

Chapter 6. Local School Boards

- Membership
 - Eligibility requirements shall be set forth by the Hopi School Board so that school board membership and elections are consistent
 - Term limits – Maximum of two terms
- Local School Boards purposes shall be to:
 - Advise their school in implementing school policies, like budget, calendar, and discipline;
 - Address community/parental concerns and bring parents into school decision-making processes;
 - Improve academic achievement;
 - Support teachers and administrators; and
 - Assist with other local school matters not otherwise within the jurisdiction of the Hopi School Board.
- Any Local School Boards operating expenses, member compensation, training and travel budget shall be approved by the Superintendent who shall approve based on policies and procedures developed by the Hopi School Board. *[This section may change depending on whether operating under a single or 7 grant system]*
- CSAs and local school boards shall provide annual reports to the Hopi School Board.
- All local school board members must pass background checks

Chapter 7. Local Schools

- Schools retain general management authority to operate their school and retain all other powers not otherwise within the jurisdiction of the Hopi School Board and Superintendent.
- Local schools shall retain their BIE funding as based on their 3-year student enrollment average, except as otherwise provided under federal law and as necessary to fund the centralized offices and the Hopi School Board.
- All existing bank and investment accounts shall remain the property of their school and school board.
- Any new funds which are either granted or otherwise given to a local

school shall be the sole property of the school receiving the funds.

- All local Hopi schools shall implement and report to their local school boards on Hopi School Board and local school board policies.
- Shall submit student data to Superintendent.
- Shall identify CSAs and Principals' duties and responsibilities to improve educational opportunities and results in our schools, communities and villages.

Chapter 8. Hopi Department of Education and Workforce Development

- Hopi Tribe's Department of Education and Workforce Development ("Department") will collaborate with the Hopi Unified School District to ensure that the Department's programs (early childhood, Head Start, Hopilavayi, and post-secondary education and workforce development) are aligned with the Hopi Unified School District's programs and curriculum.

Chapter 9. School Attendance Requirements

Chapter 10. Attendance Area Designation

- The Bureau of Indian Education requires Tribally Controlled Schools to define attendance area boundaries. The existing Hopi attendance area boundaries shall remain in effect.
- The Every Students Succeeds Act no longer requires open enrollment.
- To return to "community schools" and support the unique values and culture of Hopi villages, all Hopi students shall attend the school of the attendance area within which they reside.
- In the event that a parent or guardian wishes their child to attend a school not within the attendance area of their residence, they may apply for a waiver.
- The Hopi School Board, in consultation with the local school boards, CSAs, principals and Superintendent, shall develop a policy to grant or deny a waiver application.
- The implementation of the Attendance Area Boundary requirement shall be done prospectively on a rolling basis and apply to new students as follows:
 - All currently enrolled students in Hopi schools as of the date of enactment of this Code shall be "grandfathered in" and be able to continue the open enrollment policy of Hopi Tribal Resolution H-100-2002.
 - The Attendance Area Boundary requirement shall begin with Kindergarten of the first school year following the date of enactment of the Code, and will add one grade with each succeeding year.
- The Hopi School Board shall have the authority, in consultation with local villages and schools, to revise the attendance area boundaries as needed.

- Hopi Tribal Resolution H-100-2002 shall be repealed once all classes of elementary students, as of the date of enactment of this Code, graduate to junior high school.

Chapter 11. Educators

- Certification requirements
- Cultural orientation for new teachers, staff, etc.
- Mentorship program for all new teachers
- Certification of Hopi language, culture and history teachers
- Hopi School Board shall implement policies which ensure fairness in staff evaluation and strive to prevent favoritism/nepotism.

Chapter 12. Hopi Values Learning Framework

- Hopi values, cultural and language program. As part of the Comprehensive 5- and 10-year Hopi Education Plan, the Hopi School Board, with stakeholder and Department consultation and through its Committee process, will undertake the creation of a Hopi values, cultural and language program for all Hopi schools.
- Pilot Program. The Hopi School Board may create a Pilot Program to begin an immersion Hopi language and culture program. To create this Pilot Program, the School Board should rely on existing and newly developed resources. Existing resources include, but are not limited to, locally trained language teachers skilled and practiced in a research-based approach to oral immersion model. This Pilot should integrate capacity building and locally trained language teachers.

Chapter 13. Parental Involvement Policy

Chapter 14. Home Education and Private Schools

Chapter 15. Consultation, Cooperative Agreements, and Partnerships with Non-Hopi Schools

- Utilize Every Student Succeeds Act and other laws and policies to create agreements with non-Hopi schools where Hopi students attend so that the Tribe can better influence these Hopi students' educational development.

Chapter 16. Future Development of Hopi Education Standards, Curriculum and Assessments

- In future, Hopi may undertake to develop its own Hopi education standards, curriculum and assessments as provided for in federal law and regulations.
- Hopi may seek to establish an AdvancED Office to monitor and improve curriculum, training, professional support, and other education programs.

Chapter 17. Appropriations/Finances -- *Two Options:*

- *Seven Grants with MOAs* -- The Hopi School Board and the schools shall sign Memorandum of Agreements to allow joint purchasing agreements to fund administrative services for the Hopi Unified School District.
 - Every two years, the schools and other stakeholders shall evaluate the effectiveness of the unified school district, and determine if they want to convert to a single grant or remain under the MOAs.
 - *[This system would result in more complex administration by using MOAs, but would not result in any loss of BIE administration cost funding. Also, local schools and their school boards would retain direct control of their BIE funding.]*
- *Single BIE Grant* -- Consolidate BIE funding under a single grant under the direction of the new Hopi School Board.
 - *[This would streamline administration, audits, accounting, and bring down costs. At the same time, it will likely result in the loss of BIE “administration cost” dollars of about \$1 million per year for all Hopi schools combined. Because cost savings will lead to reduced administration costs, this may or may not result in a net loss.]*

Chapter 18. Non-Compliance with the Hopi Education Code

Chapter 19. In loco parentis

- Hopi Unified School District shall not assume parental rights for any child attending a Hopi school.
- Corporal punishment shall not be permitted as a form of discipline in any policy of the Hopi Unified School District.

Chapter 20. Amendments

- Possible amendments shall be reviewed at least every two years and recommended changes may be made.

Chapter 21. Sovereign Immunity

- Nothing in this Chapter shall be construed as a waiver of sovereign immunity of the Hopi Tribe in any State, Federal or Tribal Court of competent jurisdiction.

Chapter 22. Effective Date of Ordinance

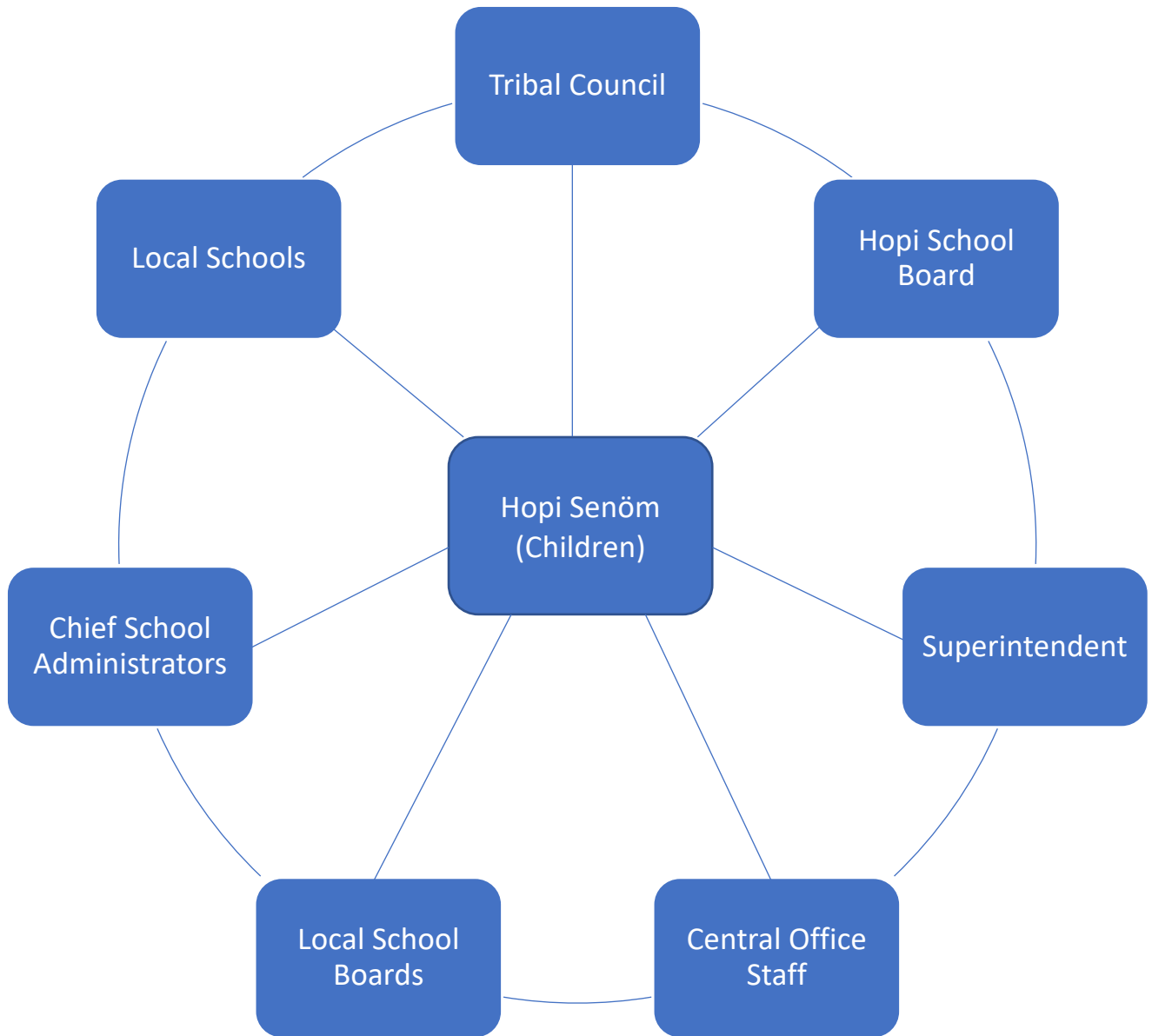
ADDENDUM NO. 1

Hopi Tribe's Seven Schools Convert to Tribally Controlled Schools

| SCHOOL | DATE | TRIBAL RESOLUTION |
|-----------------------------------|-------------|--------------------------|
| Hotevilla-Bacavi Community School | May 1991 | H-127-91 |
| Hopi Day School | June 1993 | H-114-93 |
| Hopi Junior Senior High School | Dec. 1994 | H-11-95 |
| Second Mesa Day School | April 1996 | H-67-96 |
| Moencopi Day School | May 2003 | H-043-2003 |
| First Mesa Elementary School | June 2014 | H-26-2014 |
| Keams Canyon Elementary School | July 2014 | H-30-2014 |

ADDENDUM NO. 2

HOPÍ UNIFIED SCHOOL DISTRICT



ADDENDUM NO. 3

“Agree/Disagree” Responses in Appendix A

Respondents were given the opportunity to answer “agree/disagree” survey questions in the Feasibility Study and the responses to these questions appear in the Study’s Appendix A. The Feasibility Study and Appendix A are available on the Tribe’s website at www.hopinsn.gov/tribal-services/departments-of-education/.

Key “Agree/Disagree” Responses in Appendix A:

“All the Hopi schools should be one school system.”

- 57% of Community Members respondents agreed or strongly agreed. 17% disagreed or strongly disagreed.
- 48% of Administrators and Teachers respondents agreed or strongly agreed. 28% disagreed or strongly disagreed.

“Hopi Board of Education should have a stronger role in Hopi Education.”

- 76% of Community Members respondents agreed or strongly agreed. 7% disagreed or strongly disagreed.

“Hopi Department of Education should do more to support PK-12 schools.”

- 90% of Community Members respondents agreed or strongly agreed. 4% disagreed or strongly disagreed.

“Hopi Board of Education provides strong leadership and support for all Hopi schools.”

- 17% of Administrators and Teachers respondents agreed or strongly agreed. 51% disagreed or strongly disagreed.

“The current structure of Hopi schools, where each school has its own local governance board, works effectively.”

- 37% of Community Members respondents agreed or strongly agreed. 33% disagreed or strongly disagreed.
- 43% of Administrators and Teachers respondents agreed or strongly agreed. 36% disagreed or strongly disagreed.

“The Hopi Junior High and Hopi Senior High should be housed in separate buildings.”

- 80% of Community Members respondents agreed or strongly agreed. 9% disagreed or strongly disagreed.
- 76% of Administrators and Teachers respondents agreed or strongly agreed. 6% disagreed or strongly disagreed.
- 75% of Parent/Guardian respondents agreed or strongly agreed. 10% disagreed or strongly disagreed.
- 57% of Senior High Student respondents agreed or strongly agreed. 16% disagreed or strongly disagreed.

“Hopi schools should offer classes on Hopi language and history.”

- 93% of Community Members respondents agreed or strongly agreed.

ADDENDUM NO. 4

“Open-Ended” Responses in Appendix B

Respondents were given the opportunity to answer “open-ended” survey questions in the Feasibility Study and the responses to these questions appear in the Study’s Appendix B. The Feasibility Study and Appendix B are available on the Tribe’s website at www.hopi-nsn.gov/tribal-services/department-of-education/.

Comments in Support of a Unified School District at Hopi:

- “Set up a Hopi Reservation-wide Education System to provide uniform, high quality curriculum and education standards. Set up a diversified high caliber Oversight Board of quality, experienced educators who are able to provide quality control and accountability. Set up a Reservation-wide Education System where Budget and Expenditures are shared and overseen by a central oversight to keep expenditures low and ensure better funding the classrooms.” -- Community Member.
- “Combining the schools under one curriculum is best. We should not have schools with their own unique curriculum or governed by a local school board. Make it straight across the board so all kids and schools benefit!” -- Community Member
- “Create and maintain a unified school district with specific standards curriculum for grades K-12.” – Community Member
- “I chose to go to school off reservation because I felt the school curriculum was not challenging enough for me. I also felt that you had to be in either cross country or play basketball to receive any type of acknowledgement.” – Community Member
- “Local control allows family members to have more power which creates a toxic environment for school professionals and that toxicity trickles down to the kids.” – Community Member
- “The number one thing that I know can make a difference is accountability of Hopi School Boards, Superintendents, and Principals. It is their job to ensure that our children are learning and that they are SAFE. Having separate school boards for 6 Hopi elementary schools is ridiculous. Statistics show that we are not improving and our children are falling behind, so something has to change.... We don’t need any more children leaving the reservation because ‘the schools on Hopi are bad.’” – Community Member.
- “Unified School Structure and Leadership. Cooperative and inclusive programs to help benefit all Hopi Students. Family Support for all schools to assist students from pre-school to High School and beyond. Students tend to bounce from school to school for reason such as bullying, behavior issues, attendance, and family situations. Schools need to work together to best service students and easily transition each student.” – Administrator and Teacher.

- “A central office would house resources and personnel in all aspects of school functioning. This would include special education related services, transportation, etc. This would save hundreds of dollars which I feel is not being spent efficiently because we are our own entities. One school system for all Hopi schools. It is more efficient and saves money. One school board with representatives from each village. This would be a much more effective way for all students to have equal access to all educational resources and continuity in their educational programs.” – Administrator and Teacher.
- “I would like to see one Superintendent to oversee all the schools and have an onsite principal at every school. In addition, one K-12 administration with an HR Office, Business Office, and Transportation department.” -- Administrator and Teacher
- “Be fair when employing teachers. It seems our staff is only employed because they know someone on the school board.” – Parent/Guardian
- “Include more input from teachers who know what is exactly happening within the schools. School administrators only see a snapshot while teachers are in the forefront of education. Becoming one ‘unified’ district will eliminate the competition to be the ‘best’ and focus on the academic growth of ‘all’ students, PreK to 12th. If we were unified, there would [be] no gaps and deficiencies across all grade levels.” -- Parent/Guardian
- “Help us. It is terrible here. The students call this school, "Hopeless High." They are correct.” – Administrator and Teacher.
- “All Hopi schools be under one ‘umbrella.’ It seems under the current system, told from school staff, the board is pretty biased in their decision-acing. As if they don't want to step on toes. It seems the same staff are always appointed.” – Community Member
- “Combine the entire schools under the jurisdiction of the Hopi Reservation, under one curriculum or school district.” – Community Member
- “Implement a standard curriculum that all schools follow as a minimum requirement. Have one district oversee the operation of all schools instead of each school independently.” – Community Member
- “Oversight is necessary to ensure school core principles are followed for all grades, K-12.” – Community Member
- “Replace the school board, hire teachers that are willing to work with the students, not favoritism or just because they play sports.” – Community Member
- “One educational curriculum for all schools and set boundaries so that kids aren't bussed from one end of the reservation to the other side.” – Community Member

Comments Opposed to a Unified School District at Hopi:

- “Not under one system but special education resources could be combined for better services along with transportation.” – Administrator/Teacher
- “Stay out of our decision-making process. Leave to local parents and community members to keep our individual schools unique. Do not consolidate schools from one area to another! Offer only technical assistance when asked and support requests for additional resources.” – Parent/Guardian