



**New Mexico Public Education Department
Charter Schools Division**

**2013 New Charter School Application Kit
Part C. Application**



Part C. Application Application Cover Sheet

School Information: _____Name of Proposed Charter School: Dream Dine'

School Address (if known): _____

School Location (City/Town): Gadii'ahi (Cudei)School District within which your school will be located: Central Consolidated School DistrictGrades to be served: PreK-8Projected Enrollment Cap: 180**Contact Information:**Primary Contact Person: Gavin SosaAddress: PO Box 4386City: Shiprock State: NM Zip: 87420Daytime Tel: 505-948-2014 Fax: _____Alternate Tel: _____ E-Mail: gavinsosa13@gmail.comSecondary Contact Person: Celeste YazzieAddress: 119 All American DriveCity: Gallup State: NM Zip: 87301Daytime Tel: 505-906-5203 Fax: _____Alternate Tel: _____ E-Mail: celestial_lands@yahoo.com**Please include with the cover sheet the following:**

- The names of the charter school founders, including descriptions of his/her/their qualifications or experience that are relevant to developing a public charter school plan and implementing a charter school's operations.

Education Plan

This section should not exceed 35 pages.

A. School size. State the projected enrollment, grade levels to be served and student/teacher ratio.

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	30	Kindergarten and 1 st	15/1
Year 2	45	Kinder, 1 st , 2 nd	15/1
Year 3	65	Kinder, 1 st , 2 nd , 3 rd	15/1
Year 4	85	Kinder, 1 st , 2 nd , 3 rd , 4 th	16/1
Year 5	105	Kinder, 1 st , 2 nd , 3 rd , 4 th , 5 th	16/1
At Capacity (Enrollment Cap)	105*	K to 5 th *We intend to phase in grades 6, 7 and 8 during reauthorization. Our K-8 capacity will be 180 students by year 8.	16/1

B. Mission. State the mission of the proposed school. The mission should include the following information: whom your school seeks to serve and what your school seeks to accomplish. The mission of your school is a concise statement that describes the purpose of the school and describes how the school will achieve it. The mission allows the charter operator to set annual goals for the school that can be measured and achieved. The mission should answer questions such as: 1) what does your school seek to accomplish; 2) how will it accomplish that; and 3) what is unique about your school? The statement should be succinct, easy to remember and be the driving force and rationale behind all the other components of the application. The best mission statements are clear, focused, compelling, and have a focus on outputs rather than inputs. The mission expresses clear guiding principles that are reflected throughout the application.

B. Mission

Dream Dine' is a place-based elementary school where the Dine' (Navajo) culture, language and history are the foundation of an experiential curriculum. Through a dual-language program, we will nurture strong, compassionate, bilingual young people who are committed to their personal and community health, wellness, relationships and progress.

Our goal is to matriculate bi-lingual students who can communicate fluently in both Navajo and English in academic, social and political settings, who have first-hand experience in applying cultural knowledge to address various challenges facing their own communities, and whose sense of identity allows them to pursue college, career, and community service.

C. State and Federal Accountability System Academic Performance Indicator. The New Mexico School Grading Accountability System is used to evaluate all public schools, including charter schools, in the state of New Mexico. Annually, each school will receive a grade of A through F that reflects the school's performance on a School Grade Report Card. The School Report Card includes criteria components such as Current Standing, School Growth for its top 75% of students, School Growth for its lowest 25% of students, Opportunity to Learn, Graduation, College and Career Readiness. (The latter two being appropriate for high school only.) *More information regarding the New Mexico A–F grading system may be accessed at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.* The following performance indicator has been established by the PEC to demonstrate that the charter school is meeting acceptable standards according to the New Mexico A–F grading system:

Annually, the school will meet standards if it receives an A or a B on its School Grade Report Card. The school can also meet standards if it achieves a “C” if it shows a proper plan is in place or if accredited by a reputable accrediting agency. It do not meet standards if it receives a “C” and does not have a proper plan in place nor is accredited by a reputable accrediting agency.

This performance indicator may be negotiated with the PEC upon approval of the charter school application. Until negotiations are completed, the performance indicator stated above will serve as the expectation required for approval of this application. Understanding the State A–F Grading System is critical in the development of your school. It is a major component of your school’s annual evaluation and stated goals should be aligned in part with the state’s accountability system.

C. State and Federal Accountability System Academic Performance Indicator: Applicant Agreement Statement

Please indicate, by checking “yes” below, the applicant’s agreement with the above-stated performance indicator for purposes of this application and possible subsequent negotiation if this application is approved. ☒ YES

D. Goal(s) Related to the School’s Mission. In the first year of the school, you should set goal(s) related to student performance that are tied to the mission of the school. The goals must be specific and measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument). The goals should be ambitious but attainable. All goals must reference a time frame by which achievement can be accomplished. Finally, ensure that your measuring instrument is valid and reliable (e.g., formative or summative assessments, universal screening tools, progress monitoring tools, and research-based climate surveys etc.).

The school should also have identified strategies in place to ensure that all students are making progress towards meeting the stated goals. These strategies can be reviewed annually.

D.(1) Goal(s) Related to the School’s Mission

As students progress through Dream Dine’s place-based academic program, they will develop an academic foundation that prepares them to participate in the local, tribal, national and global economy. In preparation for entering an increasingly complex world, our students will develop their capacity each year to:

1. Identify contemporary challenges facing their communities, the Navajo Nation and the broader society. They will design strategic, creative solutions for these challenges, and present them to classmates, teachers, parents, and the community. Possible place-based issues include:

- a. the management and protection of natural resources (i.e. fossil fuels, renewable sources of energy, historic/cultural landmarks, water rights)*
- b. intergovernmental relationships, tribal governance, and treaties*
- c. management of farm land and livestock*
- d. developing sustainable economies in rural communities*
- e. land management, usage and protection, including land dispute and grazing rights issues*
- f. the maintenance and revitalization of indigenous languages and cultures*
- g. accessing resources for education, community and economic development (within the Navajo Nation and beyond)*

2. Each year our students will increase their proficiency in both formal and informal uses of the Navajo and English languages. Using the Navajo Nation's Language Proficiency Assessment, our students will demonstrate increasing vocabulary, language dexterity, nuance, and oratory skills.

- a. An example of informal usage of Navajo: the ability to participate in a conversation with a fluent Navajo speaker covering topics of interest within the community*
- b. An example of formal usage: the ability to attend the monthly Chapter meeting, understand the conversation, and describe, summarize, and evaluate a project for the community*
- c. Understand and describe the interconnectedness of traditional teachings and songs, social change, environmental science and community health*
- d. Re-tell traditional Navajo stories in both Navajo and English, including important characters, major events and specific geography/landmarks. Relate the story to the values it teaches and the social and/or physical phenomenon it explains*

D.(2) Explain the rationale, plan, and specific methods of assessment for the goal(s) listed above.

Dine' youth living across the Navajo Nation are increasingly faced with the complex and often conflicting intersection of Dine' and western cultural norms and values. The expectations and demands placed upon our youth by their families, teachers, communities, tribe and nation include the maintenance and revitalization of the Dine' language and culture, the protection and thoughtful allocation of local natural resources, the development of sustainable economies, and the ability to navigate higher education and active participation in both the local and global economy. If we are asking these youth to be grounded in traditional cultural knowledge while simultaneously preparing to enter the modern global economy then it is our responsibility to create innovative systems of education that are both rigorous and practical; a system that is rooted in the local environment and provides our youth the opportunity and support to develop a holistic identity. The specific goals listed above, aligned with the New Mexico Common Core standards, reflect the range of expectations facing our youth.

During the two-week testing window each spring, our students will take the New Mexico Standards Based Assessment (or PARCC assessment for 3rd, 4th and 5th graders) to assess their growing proficiency in the core academic subjects.

Dream Dine' students will also participate in the Navajo language proficiency assessment annually. The pre and post tests, developed by the Navajo Nation Department of Dine' Education, will be administered at the beginning and end of each academic year by a proficient Navajo speaker to assess student growth of conversational and descriptive uses of Navajo. Dream Dine' teachers and educational assistants will receive training to conduct the assessments, and we plan to contract with the Department of Dine' Education to score them. Looking at comparable schools, we expect to see XXXXXX growth in Navajo language proficiency each year.

Additionally, our teachers will receive training and support to create quarterly assessments and student portfolios that accurately capture individual student progress toward school-specific goals. Using a robust rubric (to be designed by our Professional Learning Community) our teachers and staff will observe language use patterns both inside the class and during community-based activities. Such data will inform our staff of the impact of our dual language program.

Aligned with the school-specific goals, Dream Dine' K-5th grade students will be expected to attend at least one local chapter meeting each year. Our 4th and 5th graders will be expected to present one project to the community at this meeting as an authentic assessment of their language proficiency and our experiential, solution focused curriculum.

Further Rationale for Dream Dine's Goals:

Developing formal and informal fluency in both Navajo and English serves multiple purposes. Along with the countless documented cognitive benefits of bilingualism, there are also numerous social, emotional and economic benefits, both for the students themselves and for the community at large.

Many Navajo families maintain intergenerational households which often include siblings, cousins, parents, aunts, uncles and grandparents living under the same roof or on the same land. Within such extended family structures, family strength, cooperation and unity are dependent upon communication. And even today there are a large number of elders who are either monolingual Navajo speakers or have limited English proficiency. The transmission of cultural knowledge, life experience and family histories requires at least a basic fluency and understanding of the language on behalf of the younger generations.

The professional job market across the Navajo Nation and in peripheral communities require fluency in both Navajo and English. These include health care and social services, where much of the clientele are monolingual Navajo speakers, and education where many parents and guardians are first language Navajo speakers. In addition, local and tribal politics are often conducted in Navajo. Local chapter meetings and Tribal Council sessions are conducted in Navajo, and high-level political positions such as the Office of the Presidency of the Navajo Nation and the Speaker of the House require Navajo fluency.

While it is a harsh reality to face, it must be acknowledged that the impact of colonization, forced assimilation and historical trauma demand that schools and other educational entities actively support efforts to restore and maintain Navajo language and culture by implementing effective language and culture revitalizations programs.

E. Educational Program and Curriculum. Provide a description of a clearly defined, research-based curriculum with the potential to raise the achievement of the intended student population and that is aligned with NM State Standards.

E.(1) Describe your school's educational program and curriculum that supports your school's mission and guides instructional and curricular decisions.

Our unique local context has lead Dream Dine' to create an innovative system of education. Our mission, vision, goals, curriculum and assessment will inspire each student to develop a dynamic personal identity. This powerful identity and perspective must begin by focussing on both the strengths and challenges of our local communities, and it requires the practical application of Dine' language and culture. At Dream Dine' we will begin this process by focusing students on their individual self-worth--as contributing members of a home and family, advocates in the local community and environment, and as positive warriors of the Navajo Nation. As this local identity is established each student will then be asked to consider their role as a citizen of the Southwest, an indigenous ambassador of the United States and North America, and a citizen of a global society.

Proposed Daily Schedule:

8:30-9:00am, Nitsahakees— morning run, positive thoughts, goal setting (conducted in Navajo)

9:00-11:30am, Nahat'a—English/Language Arts and Math (taught in English)--see Appendix A, page 2-12 for ELA standards, aligned with Common Core Standards

12:30-3:00pm, lina—Integrated curriculum (culture, language, math, science, history, the arts) in the outdoor setting; through singing and storytelling; "Leading the Way" publication; Navajo Times Chapter narratives (taught in Navajo)--see Appendix A, page 16 for examples of seasonal thematic units

3:00-3:30pm, Sihhasin—daily reflection (conducted in either Navajo or English)

Dream Dine' seeks to implement proven best practices in the field of Indigenous Education. The key features of our educational program are not separate or isolated features, but part of a holistic approach toward intellectual, social, emotional, community, and cultural health and wellness. Key features include:

- * Place-based Education: An education rooted in the stories, history, geography, environment, science, and arts of the local community. This curriculum will be brought to life through hands-on activities, outdoor educational opportunities and service-learning projects within the larger community, providing students a culturally rich, meaningful space to apply and master content.
Example: After spending time reading about various aspects of farming, including plant life, ecosystems, water and soil, diet, the interaction between plants, animals, and people, our students will go to a local family farm. Teachers and the family would collaborate to design lessons about the purpose, process, history, stories, science and cultural teachings of local farming.*
- * Dual Language Program: Professional educators will utilize both Dine' (Navajo) and English in a dual-language program to teach and reinforce concepts and content. As the schedule above shows, ELA and Math will be taught in English during the morning, while Navajo language will be utilized in the afternoon during hands-on, experiential activities. This approach will support the goals of language and culture revitalization while supporting language and math development.*
- * Rigorous ELA and Math: Focused daily instruction of English/Language Arts and Math each morning, aligned with the New Mexico Common Core State Standards. The ELA content will be strategically connected to the experiential activities that students will engage with each afternoon. The literature that students read and analyze will establish and activate background knowledge, providing powerful connections between academic classroom content and first-hand experiences.*
- * Integrated Curriculum: Each afternoon, students will engage in an integrated, academically rigorous curriculum, where thematic units weave together science, history, culture, language, and the arts with hands-on, experiential activities. Literacy and mathematical concepts will also be reinforced during such experiential activities. All content will be aligned with the New Mexico Common Core State Standards.*
- * Mixed-aged classrooms: A mixed-aged grouping approach (1st and 2nd grade combined, 3rd and 4th grade combined, etc.), where older students will serve as mentors and peer teachers for younger students, while practicing the skills needed to take on leadership roles within their community.*

E.(2) Provide research or data that substantiate how this educational program will help your school achieve high outcomes for students.

When we consider the consistently poor performance of students in Shiprock, especially those labelled as ELL and 'special needs', the school-wide implementation of proven best practices for Native students seems like the most appropriate and effective educational response. A large and growing body of research highlights the multi-faceted benefits of culturally-based educational approaches. We are combining innovative and effective educational approaches from across the country and in schools serving Native students with direct input from our community and our own years of experience as professional educators to create Dream Dine': a dual language school, grounded in local, cultural values that utilizes hands-on educational experiences.

McCarty, T.L. (2011). The Role of Native Languages and Cultures in American Indian, Alaska Native, and Native Hawaiian Student Achievement. (Prepared for the Promising Practices and Partnerships in Indian Education Program Evaluation Group), pp. 2-16.

In 2004, researcher and educator Teresa McCarty and her colleagues were commissioned to identify promising practices in Native American education and to prepare a policy brief for the US Department of Education Office of Indian Education Programs. Reviewing the research on culturally-based education models, and looking specifically at three schools on the Navajo Nation (Rock Point Community School, Rough Rock Demonstration School and Tse'hootsooi' Dine' Bi'olta') as well as the Nawahiokalani'opu'u Laboratory School in Hawaii and the Manokotak School in Alaska, these researchers found "compelling empirical evidence that strong, additive, academically rigorous Native language and culture programs have salutary effects on both Native language and culture maintenance/revitalization and student achievement, as measured by multiple types of assessments" (McCarty, 14). We are proposing a school where Dine' philosophy, wisdom, values, language, culture and history form the heart of a challenging, experiential curriculum. Dream Dine' will utilize the Dine' philosophy, history, language and values, guided by the rigorous expectations of the Common Cores standards to create such a program as this research review advocates.

McCarty and her colleagues identified the following "promising practices" which we will implement at Dream Dine':

- 1. A bilingual/bicultural program that is "central, not auxiliary, to the curriculum" (10)*
- 2. "Exceptionally high levels of parent involvement--a practice widely associated with enhanced student achievement but rarely ascribed to Native families" (10). We recognize that our grassroots efforts to engage families during the school design process will lead to such critical involvement.*

"The Astounding Effectiveness of Dual Language Education for All", V. Collier and W. Thomas, NABE Journal of Research and Practice, 2:1 Winter 2004

Researchers Collier and Thomas investigated a 50/50 dual language immersion program in a rural school district in northern Maine. While the geographical region may bear few similarities to our area, the context is actually very similar to what we see in Shiprock and across the Navajo Nation: Over 90 percent of the students in the researched community were Franco-American/Acadian-American. While most of their grandparents still spoke French, their heritage language came to be viewed as a "street language not worthy of academic use." This was a result of educational policies in which the students' parents had been reprimanded for using French in school. As a result French had been on the decline over the past 50 years when this dual language program was offered to parents. In Shiprock, many of the grandparents an elder still speak Navajo, it being their first language. Yet educational policies, both historically and more recently, have caused many parents and families to devalue the Navajo language as non-academic, and therefore unimportant to educational and personal progress

According to Collier and Thomas the community goal with this bilingual program in this Maine community "is to produce more student graduates who are academically proficient in both languages of the community, for economic revitalization of the region" (10). Their findings in Maine were dramatic: "After four years of the dual language program, former English learners who were achieving at the 40th NCE (31st percentile) before the program started had reached the 62nd NCE (72nd percentile) in English reading on the Terra Nova, well above grade level" (pg. 9). Another major finding of this research was that ELL students who were not in the dual language program but instead remained in the mainstream English programs fell further and further behind each year as the academic language and cognitive demands of schooling became greater. Whereas those students in the dual language program closed the gap on their first language English-speaking peers.

*“A National Study of School Effectiveness for Language Minority Students’ Long-Term Academic Achievement” Center for Applied Linguistics, January 2003
(<http://www.cal.org/resources/digest/ResBrief10.html>)*

This study, built on 14 years of related research, documents the academic achievement of ELLs over the long-term (4–12 years) and across content areas. The findings support the curricular approach that Dream Dine' will implement.

“90/10 and 50/50 Two-Way Bilingual Immersion and One-Way Developmental Bilingual Education programs are the only programs found to date that assist students to fully reach the 50th percentile (scoring above 50% of the other test takers) in both their native language and English in all subject areas and to maintain that level of high achievement, or reach even higher levels through the end of their schooling. The fewest dropouts come from these programs.”

We recognize that for our Dine' youth, increased academic skills and performance are important, yet proficiency in these areas is not enough for our young people to confront the complex world that they increasingly encounter and the global economy that they will soon enter. The philosophy behind our curriculum is to engage our students in the relevant issues and concerns of their home communities, empowering them through the practical application of personal values, academic content, experiential learning opportunities and service learning projects to become positive warriors of change within the local context. According to Wayne Holm, "if school is to be relevant, it has to deal with the realities of the land, the animals, and the people" (quoted in "One voice, many voices: Recreating Indigenous language communities" T.L. McCarty & O. Zepeda (Eds.), 2006).

Our students will engage in context-specific, integrated curriculum that aligns the relevant needs of our community with the Common Core Standards. Such a curricular approach provides our students with a unique opportunity to identify opportunities and apply academic content in the broader context of their communities and the world. "Instead of just learning skills and facts, students in indigenous schools should develop a positive identity that includes having a sense of place both physically and socially" (Reyner, 7).

The Navajo Nation's Education Committee's Diné Cultural Content Standards (Office of Diné Culture, 2000) states in its preface, “The Diné Cultural Content Standards is predicated on the belief that firm grounding of native students in their indigenous cultural heritage and language is a fundamentally sound prerequisite to well developed and culturally healthy students” (p. v).

Research has shown that innovative educational programs in Indigenous communities centered on culture, language and history have proven to be successful in improving students' academic achievement, their level of commitment to their communities, and their fluency with and appreciation of their heritage language. We expect student engagement, enjoyment and retention, family involvement, and academic achievement to increase simultaneously at Dream Dine'.

E.(3) Provide an overview of the planned curriculum including a course scope and sequence by subject for each grade level your school plans to serve. Insert Course Scope and Sequence as Appendix A.

Dream Dine's unique curriculum will be thematically organized based on seasonal events and aligned with the New Mexico Common Core State Standards. For each season the classroom lessons and experiential activities will be grounded in the traditional livelihoods of Dine' people (land management, livestock, weaving, farming, etc.), cultural stories, songs and activities, plant and animal life, astronomy, etc. This holistic approach will focus on the present and future well-being of the participating students of the community as well as the Dine' tribe. Our students will begin at an early age to recognize their role as

active members of a community—as positive warriors for change (change agents). Our educational approach and lesson planning is grounded in the values of the Dine' Philosophy of Learning.

See Appendix A for overview of planned curriculum

E.(4) If the curriculum is not fully developed (beyond the scope and sequence or courses), provide a timeline outlining the curriculum development process during your school's planning year (e.g., if you plan to develop your curriculum fully with the staff that you hire, please describe your plan here).

Year one curriculum for both Kindergarten and 1st Grade will be completed by October of 2013, including draft versions of the aligned quarterly assessments. The planning team members, in collaboration with early childhood educators, experiential education specialists, and community representatives will be responsible for completing the finalized curriculum.

Year two curriculum for 2nd Grade will be outlined during the spring of 2015 in light of year one experiences, and the curriculum will be finalized during the summer before the beginning of the 2015/2016 school year, once newly hired teachers and educational assistants join the staff. This will allow newly hired staff the time to review and provide input, and to develop or gather materials.

This pattern will continue each year as Dream Dine' grows toward full capacity: our educational community (teachers, staff, administrators and community representatives), reflecting on the successes and challenges of our current students, will outline the curriculum for the following year. By July of each year, the curriculum will be finalized.

Material gathering and development will happen simultaneously as curriculum is being designed.

E.(5) Provide a timeline for alignment of the curriculum with NM Common Core State Standards in English Language Arts and Math and NM State Standards for all other subjects, if alignment has not been completed at the time the application is submitted.

An alignment document—by subject and grade level— listing each of the performance standards, cross-referenced with the instructional materials, and a timeline for when they are addressed will be completed concurrently with the curriculum, as stated in E.(4). Currently, our English curriculum, Kindergarten through 5th grade has been aligned with the New Mexico Common Core State Standards. In addition, our Kindergarten curriculum has been aligned with the NMCCSS. See Appendix ??? for scope and sequence of curriculum.

F. Graduation Requirements.

F.(1) Identify your school's proposed requirements for graduation, if applicable, and explain any additional requirements that vary from state minimum requirements. For further information please see the following link: <http://ped.state.nm.us/GradRegs/Graduation%20and%20Course%20Offering%20Requirements.pdf>.

N/A

F.(2) If you are seeking a waiver from mandated minimum graduation requirements, state what the waiver is and why you are seeking it. Explain how the graduation requirements will support your school's mission, and ensure student readiness for college or other postsecondary opportunities. **Be sure to indicate any waiver sought in Section III. K. below, by referring to this section.** If you do not seek a waiver from mandated graduation requirements, please state this. For further information please see the following link: http://ped.state.nm.us/admin.personnel/waiver_requests.html.

N/A

G. Instruction.

G.(1) Provide an overview of the instructional strategies and methods your school will implement that support and are aligned with your school's mission and educational plan, and are directly relevant or necessary to successfully implement the curriculum.

Dream Dine' will have a unique daily schedule that is designed specifically to foster an academically rigorous, dual language, integrated curriculum. True to the traditional Dine' lifeway, each morning begins with physical activity such as a run to the east. Then, from 9:00am until 11:30, students and teachers will engage in structured Literacy and Math programs. In order to encourage a critical thinking and problem solving skills, a cooperative mindset and language development, teachers will implement numerous best practices. These include:

1. Lesson/Unit Planning and Execution: design/organize units around seasonal themes, integrating language, culture and content into each unit and lesson; conducting interest surveys; crafting questions and designing activities that tap into students' prior academic, cultural and linguistic knowledge; chunking text and stories; building in frequent checks for understanding during lesson and unit planning

2. Classroom Strategies: using Total Physical Response (TPR) to provide visual cues, especially of high-level academic vocabulary; role playing; singing in both Navajo and English (including traditional Dine' cultural songs and well-known children's songs); the development of simple routines for familiarity that increase in complexity as skill and knowledge grow, effective use of teacher talk--clear enunciation, slowing down, rephrasing, repetition, modeling and limiting teacher talk. To provide students a model of fluent academic and social conversation in Navajo, classroom teachers and educational assistants will communicate with students and each other in Navajo during the Navajo immersion portion of the day.

3. Peer activities: promoting student output using questioning techniques to promote student talk, role plays, simulations, using grouping techniques, peer teaching, and creating a language rich, non-threatening environment

4. Differentiation: meeting diverse learner needs with strategic student grouping; utilizing cooperative/collaborative, small group work (mirroring the type of collaboration that occurs when clan groups or extended families come together); provide a variety of in-class and outside of class opportunities for students to learn and demonstrate mastery; collaborating with colleagues, families and students to identify different learning styles (multiple intelligences) and designing learning experiences that tap into these strengths

5. Classroom Set-up: design a language rich learning environment, including Dine' word walls; audio recordings of Dine' language as surround/background sound; displays of the Dine' language and the community spaces where Dine' is the language of power

The challenge for all teachers will be the ability to design and deliver lessons with clear content and that facilitate language acquisition. To that end, The Center for Applied Linguistics outlines four key principles of practice found in classrooms in which content and language instruction effectively converge. Our instructional staff, through Professional Learning Communities will work to implement such strategies:

- 1. Clear content and language outcomes are planned for each lesson.*
- 2. Learners are provided with goal-directed opportunities to interact with each other and with the teacher to jointly reflect on and build specific content knowledge and skills.*
- 3. Teachers provide learners with tasks that promote the development of reading, writing, listening, and speaking skills within the content areas.*
- 4. Outcomes are reviewed, consolidated, and assessed during lessons (through checklists, rubrics,*

etc..]
 (<http://www.cal.org/resources/digest/integratedcontent.html>)

While the morning hours will be dedicated to English-medium Math and English/Language Arts, the afternoons will be dedicated to project-based, integrated activities that are directly related to the morning's literacy content. These hands-on activities will provide students rich opportunities to deepen, apply and master their learning in a variety of contexts. Examples of such activities include:

*Working in the school's community garden, and later on the farms of local community members to learn about the local economy, water resources, and the balance between plant, animal and human life;
 Visits to the community elderly center to practice language development and learn local, national and international history;
 Singing traditional Navajo songs and listening to Navajo storytellers that recount describe environmental features and the landscape, and explain scientific concepts and historical events in a holistic way;
 Nature hikes to study the local flora and fauna and the unique geological features of Shiprock and the surrounding area;
 Visits to the San Juan River, one of the largest waterways in the Southwest, to investigate water quality, invasive plant species, and to compare plant and wildlife in different ecosystems;
 Visits to the local markets to investigate food quality and choices, and potential opportunities to develop the local economy;
 Exploratory trips to the local power plants to learn about fossil fuels, clean energy, environmental impact on water and soil;
 And other service projects that impact families and the broader community*

Since the Dine' language is a verb-based language, Dr. Wayne Holm, et al, proposed designing common/ authentic situations as settings for having nonspeakers start using Navajo. Situational Navajo focuses on verbs--having students listen to and use the language as the action is going on (such as washing hands, raking, digging, walking). Holm also recommends that teachers use "thinking out loud" and modeling to create opportunities for language comprehension, and that they develop appropriate questioning techniques to have students think about what to say that is meaningful. For this reason, the afternoon sessions will be conducted in Navajo since the local environment and accompanying activities lend themselves to Navajo language instruction.

G.(2) Provide an explanation of how these methods/strategies are effective with your target population.

There are currently three district elementary schools located in Shiprock: Eva B. Stokely, Mesa, and Nizhoni. During the 2010/2011 school year these three schools had a total enrollment of approximately 525 students in AYP-tested grades. 167 of these children had been labeled as English Language Learners (with Navajo primarily being identified as the home language) and 69 had been identified as Students with Disabilities.

During the 2011/2012 school year, 36% of Eva B. Stokely students were proficient in Math, a decline from the 2 previous years. Only 30% of students scored proficient in Reading in 2011/2012--the lowest proficiency rating in the past four years.

That same year only 26 % of Mesa Elementary students scored proficient in Reading. 26% also scored proficient in Math--the school's lowest rate since 2008/2009.

39% of Nizhoni Elementary students were proficient in Math in 2011/2012. That was an improvement from 27.7% in 2009/2010 and 19.6% in 2008-2009, but a decline from 2010/2011, when 43.9% of

students were proficient. Nizhoni's Reading proficiency has fluctuated from 46.4% in 2008/2009, to 33.9% in 2009/2010, a small jump up to 36.8% in 2010/2011, then back down to 33.3% in 2011/2012.

The Math and Reading proficiency levels among ELL students are dramatically lower at all 3 schools, as are proficiency rates for Students with Disabilities. This trend has been consistent over the past four years. The methods, strategies and curriculum of these 3 schools do not build upon the strengths of the local community and based on available assessment data, they have not proven to be effective with our target population.

The strategies of these 3 elementary schools stand in stark contrast to those developed for Dream Dine'. They include:

- a. Scripted reading and math programs, decontextualized from the local community;*
- b. 2-3 hour blocks dedicated to these reading and math programs, leaving minimal time for other core subjects like science and history (usually less than one hour a day for both subjects);*
- c. At most, 30 minutes of daily Navajo language instruction, often excluding cultural teachings so central to understanding the language;*
- d. Limited physical activity--30 minutes a day or less;*
- e. Few if any attempts to get students out of the classroom and into the local community to learn from their environment;*

We believe that educational institutions serving Shiprock need to deeply engage families and the community to align their goals, mission, vision and curriculum, and explicitly build upon the values and resources of the community.

Through Dream Dine' we seek to begin the long process of decolonizing indigenous education in Shiprock. "The goal of these efforts is to heal the historical wounds suffered by colonized peoples and to help them move beyond a mentality of victimization" (Reyhner, 2). Our work is informed and guided by the Navajo Sovereignty in Education Act, the United Nations' 1948 Universal Declaration of Human Rights, the 1992 Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, and the UN's Declaration on the Rights of Indigenous Peoples (2007), as well as other globally recognized documents that insist on the rights of Native peoples to determine the scope, sequence, methodology, and linguistic medium by which their children are educated.

Place-based, experiential education:

According to a concept paper by The Place-Based Education Evaluation Collaborative (PEEC), 2003, (www.PEECworks.org)--"With learning situated directly in the community and focused on local issues and opportunities, place-based educational programs bring the resources of the community into the learning process, and bring the energy and skills of the students to bear on local environmental and social issues, creating exciting and relevant learning opportunities."

The Collaborative goes on to state the power of "immersing students in local heritage, regional cultures and landscapes and the rich diversity of local opportunities and experiences, using these as the springboard for study of regional, national and global issues, of increasing complexity."

According to the Ten Year Agenda for Environmental Research and Education at the National Science Foundation (2002), "Early research results support the claim that the environment, when used as an integrating concept, improves student interest, attitude, achievement, and attendance in school."

"For Native people to continue to exercise their inherent sovereign rights, there is a need with each generation to inspire Native children to protect, serve, and contribute toward Native communities' social, cultural, and political interests" (Lee, p. 7: Calhoon, & Annett, 2003; Calhoon, Wildcat, Annett, Pierotti, & Griswold, 2003).

Seven Keys to Successful Place-Based Education

- 1. Learning takes place on-site in the schoolyard and in the local community and environment, focusing on local themes, systems and content.*
- 2. Project-based learning experiences contribute to the community's vitality and environmental quality and to supporting the role the community plays in fostering global environmental quality.*
- 3. Learning is supported by strong and varied partnerships with local associations, organizations, agencies and businesses.*
- 4. Learning is inter-disciplinary and custom-tailored to local opportunities.*
- 5. Local learning serves as the foundation for understanding and participating appropriately in regional and global issues.*
- 6. Place-based education programs are integral to achieving other educational and institutional goals.*
- 7. Learning is grounded in and supports the development of a strong and personally relevant connection to one's place.*

Principles and Best Practices of Place-Based Education, 2003

Nevins (2004) study of an Apache language maintenance program showed that "awareness and participation in activities sustaining of family life" was viewed by the community as "central to knowing the Apache language" (p. 280, Nevins, M.E. (2004). Learning to listen: Confronting two meanings of language loss in the contemporary White Mountain Apache speech community. Journal of Linguistic Anthropology, 14(2), 269-288.)

G.(3) Describe how the instruction will be differentiated based on identified student needs. Provide specific examples.

Differentiated Instruction for all students is integral within the multi-grade, dual language classroom setting. The teacher will use observations of learners, checklists, student self-inventories and parent inventories to establish learning profiles. Teachers will integrate these learning profiles into their lesson planning to address the specific learning needs of students in a bilingual setting. Teachers' knowledge of multiple intelligences of the students will be used to provide appropriate learning opportunities for each child. Teaching strategies tailored to various learning styles will be utilized for visual, auditory and kinesthetic learners.

*Some specific examples on how instruction will be differentiated based on student needs include:
tiered instruction
cooperative learning
project-based learning
strategic questioning methods and regular checks for understanding*

Teachers will also use technology to differentiate instruction to have students do online collaborative projects, take virtual field trips, creating webquests, and be provided computer assisted second language learning.

H. Special Populations. Describe your school's overall plan to serve students in special populations, including those with Individualized Education Programs (IEPs) or Section 504 Accommodation plans, and English language learners (ELLs).

H.(1) Special Education:

H.(1)(a) Explain the practices and strategies your school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.

We at Dream Dine' believe that all students can achieve intellectual, relational, emotional and physical wellness and success if they are surrounded by an educational environment that acknowledges, supports and develops their inherent skills and abilities. The continuum of services should allow for a range of placement, as needed. The philosophy, structure and hiring practices of our school reflect the fundamental belief that all students have the capacity to learn and be of service to their community. While some charter schools neglect explicit planning for students with special needs, we are actively preparing during this stage of planning and development for the wide range and diversity of students that will attend Dream Dine'.

Enrollment Stage: Assessing students' strengths and needs will begin during the enrollment process. Administrators and teachers will ask parents and families to fill out a questionnaire regarding the skills, talents and knowledge that the enrolling student brings with them into the school. These intellectual, social, emotional, linguistic and cultural assets will be identified and passed on to classroom teachers. Small classes sizes, passionate teachers and educational assistants, and the implementation of culturally-based, experiential curriculum provide students with special needs the opportunity to develop their talents and faculties.

Inclusion: Research has found that when schools fully implement culturally relevant teaching methodologies, the full inclusion of all students in the general education setting, including those with special needs, is imperative. Using New Mexico's 3-Tiered model of Response to Interventions, Dream Dine' will strive to implement both school wide as well as targeted intervention strategies in order to make the curriculum accessible to all students. While identifying students as Special Education is necessary for assessing the abilities and setting reasonable goals for individual students, this label will not limit our students from accessing the range of educational opportunities offered through our bi-lingual, experiential curriculum.

Service Providers: Through Indian Health Services we will contract with a licensed diagnostician to initially screen (and re-evaluate every 3-years) the academic skills and needs of identified students. When necessary we will also contract with a school psychologist through Behavior Health Services to diagnose students for behavior and emotional concerns.

Staffing: In order to provide an accessible curriculum to all of our students, Dream Dine' will have a licensed special education teacher on staff. This specialist will have 3 major responsibilities: they will oversee the SPED case-load, lead school-wide professional development sessions for differentiated instructional strategies, and co-teach with classroom teachers. As a part of developing and monitoring IEPs, this teacher will work with colleagues to identify transitional goals and implement scaffolding strategies. It will be expected that our general education teachers will collaborate with our SPED teacher to create accessible lesson and unit plans. To support our SPED specialist, Dream Dine' administrators will develop a work schedule for this key staff member that allows them to develop and monitor IEPs, lead school-wide PD sessions, and collaborate with and support colleagues as they implement supportive instructional strategies.

Collaboration: We believe that our teachers are professional educators, and we plan to develop a daily schedule and an annual calendar that supports their efforts to collaborate both horizontally (with their grade level colleague) and vertically (with teachers above and below their grade level). Our bilingual program will necessitate having fluent Navajo speakers in each class, either as lead teachers or as educational assistants. Our teachers and EAs will learn to work in a collaborative environment, learning from and with their colleagues. Our bilingual, culturally-based program provides students multiple ways to access the curriculum and demonstrate mastery.

Finally, the mixed-age grouping strategy that will be implemented school-wide will provide each student a full two years to master academic content and develop the social and emotion skills necessary to advance to move forward. Kindergarten students will have a separate classroom, but 1st and 2nd graders, 3rd and 4th graders, 5th and 6th graders (to be added after reauthorization), etc. will work in mixed-age settings. We believe that this structure will pro-actively address the negative labeling often associated with slight delays in development. Differentiated instruction strategies and a school philosophy that builds upon each students' background skills and knowledge will ensure that each student has access to the general education curriculum in the least restrictive environment.

H.(1)(b) Describe how your school will regularly evaluate and monitor the progress and success of special education students to ensure the attainment of each student's goals set forth in his or her IEP.

Each quarter classroom teachers will consult with colleagues and the Special Education teacher/coordinator during Professional Learning Communities to determine quarterly growth of identified students toward the goals of their IEPs. Professional development will be designed to support teachers as they strive to scaffold instruction to ensure students get the support they need to meet their goals.

The general education teacher, our certified SPED teacher, parents/families and other contracted service providers will annually review and evaluate each special education students' progress on both their IEP goals as well as standardized tests scores. The goals will be reviewed and modified on a yearly basis, and modifications in classifications will be changed as needed.

Every 3 years our special needs students will be re-evaluated by a certified, contracted diagnostician to accurately determine each students' progress and current classification. The support and guidance of our certified SPED specialist and diagnosticians will ensure that each student's needs are properly identified and that teachers are provided with the interventions that truly support student growth and development.

H.(1)(c) If applicable, describe your school's plan for graduating students with special education needs.

As an elementary/middle school Dream Dine' will not officially "graduate" students. Yet we fully recognize our responsibility to assist each of our students as they prepare for a lifetime of education, high school and beyond. In consultation with teachers, families and students we will develop secondary and post-secondary transitional goals for each child, written to address their areas of interest and both education and employment. For our special needs students, whether they matriculate under the standard, career or ability options, these transitional goals and the accompanying support services will be a centerpiece of each Individualized Education Plan. Our goal is to prepare each and every one of our students to be productive members of their communities, while in high school, during college and throughout their careers and lives.

During the development of our curriculum, our teachers and staff will take into account the current research regarding student academic success in high school and beyond. For example, we will integrate the research findings demonstrating that students who take Algebra 1 in 8th grade are far more successful throughout their educational career, and we will develop curriculum that reflects such best practices.

H.(1)(d) Describe your school's plan for budgeting and staffing for meeting the identified needs and educational plans for students needing special education support/services. Include how your school plans to provide ancillary staff support.

A key member of our staff will be a licensed special education teacher. Given the small student body during year 1 (30 Kinder and 1st grade students) and the staffing limitations (2 full time teachers), Dream Dine's Principal will need to hire a licensed special education teacher with an elementary teaching endorsement to teach either Kindergarten or 1st grade.

We have budgeted to hire a full-time licensed SPED teacher during year 3, when our student and teacher need demands additional support and our budget allows such specialized staff. This teacher's schedule will be designed to allow them to conduct IEP meetings, plan school-wide staff development sessions, observe and co-teach with colleagues, and provide pull-out services as needed. We have also budgeted for a part-time reading specialist during year 2, and a full-time position in year 3-5. This staff member will also support students and teachers in literacy development.

In order to provide the necessary ancillary support services, we expect to develop an MOU with Indian Health Services (IHS) and other local providers such as Behavior Health Services and the Department of Vocational Rehab. Through these partnerships we will contract for the necessary service providers such as diagnosticians, physical therapists, occupational therapists, speech language pathologists, rehab services, etc. We will also attempt to develop partnerships with local professional training programs at both Dine' College and San Juan College in order to provide ancillary services such as occupational therapists and physical therapists without straining our budget.

Several families we have spoken with over the past few years have stated the challenges faces by special education students in the local district. We therefore assume that Dream Dine' innovative curriculum will attract a variety of students, including those with special needs. Therefore, we believe that Dream Dine' will receive additional funding through Title 1, Title 3, IDEA-B as well as outside grant funding. While not necessary to the functioning of the school, we expect to be able to increase our staffing to meet the unique needs of our students.

H.(2) Students with Section 504 Accommodation Plans.

H.(2) Describe how your school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.

All school staff that are involved with a student identified as having a physical or mental impairment that substantially limits a major life activity will be informed of the student's individualized needs as they relate to health, safety, and equitable access to the school environment.

This requirement includes the teachers, educational assistants, administrators, lunch staff, security personel and other staff that are involved with students with Section 504 plans.

H.(3) English Language Learner (ELLs):

H.(3)(a) Explain how your school will identify ELLs.

A home language survey form will be included in the registration packet. Parents will be interviewed during registration, during which time the Dream Dine' staff will inform them of the purpose of the

language form, the ELL assessment & instruction process. If parents indicate there is a language other than English used at home, the student will be tested using New Mexico Public Education Department English language proficiency assessment. This assessment will be used to identify ELL students.

H.(3)(b) Explain how your school will provide services/supports to identified ELLs.

At Dream Dine' our belief is that each student should be grounded in Navajo/Dine' as well as English. Both languages command power in the local community and will be honored and taught through a bi-lingual model. Our entire curriculum and philosophy is meant to meet the needs of students coming from homes with various linguistic profiles, including homes where Navajo is the primary language, the secondary language, or not spoken at all. Navajo language and culture have been integrated into all content areas so that students from all linguistic backgrounds are able to access the material in both languages.

First language Navajo speakers will work alongside our lead teachers as professional Educational Assistants. We also expect that many of our lead teachers will be TESOL-endorsed and have a bi-lingual endorsement in Navajo language from the Navajo Nation. These teachers will be able to work with students who are developing fluency in both languages.

In addition, we have budgeted to hire a reading specialist as a member of our educational staff. This teacher will collaborate with colleagues about lesson and unit planning, modifications and scaffolding for all students.

Small, mixed-age classes (15:1 student teacher ratios) and authentic learning experiences built upon student assets (linguistic, cultural, and community) will provide our teachers the opportunity to address student needs, and our students the opportunity to work together and access all aspects of the curriculum. Collaborative grouping strategies, grounded in Navajo cultural teachings, will be utilized within each classroom. Another feature of traditional Navajo teachings is a spiraled curriculum where reflection at the conclusion of each unit of study leads directly into envisioning and goal setting for the next unit. This spiraling will provide students with multiple opportunities to demonstrate mastery of each concept. And the experiential educational opportunities afforded to Dream Dine' students provides them a variety of engaging methods to access the curriculum and develop mastery.

H.(3)(c) Describe how the instruction will be differentiated based on identified student needs. Provide specific examples.

Differentiated Instruction will be integral to the multigrade bilingual classroom. Each teacher will receive training and support in how to utilize formal and informal observations of learners, checklists, student self-inventories and parent inventories to establish learning profiles. Teachers will integrate these learning profiles into their lesson planning to address the specific learning needs of students in a bilingual setting. Teachers' knowledge of multiple intelligences of the students will be used to provide appropriate learning opportunities for each child. Strategic professional development will assist teachers in how to use teaching strategies tailored to visual, auditory and kinesthetic learning styles.

*Some specific examples on how instruction will be differentiated based on student needs include:
tiered instruction
cooperative learning
project-based learning*

Teachers will also use technology to differentiate instruction to have students do online collaborative projects, take virtual field trips, creating webquests, and be provided computer assisted second language learning.

H.(3)(d) Describe how your school will regularly evaluate and monitor the progress and success of ELLs?

ELL students will be assessed annually using ACCESS and NMSBA. On a daily and weekly basis professional learning community (PLC) protocols and collaboration will be utilized by Dream Dine' staff to track the academic progress of all students, including those identified as English language learners, to develop classroom and schoolwide strategies and to plan for interventions if needed.

H.(3)(e) Describe how your school plans to budget and staff itself to meet the needs of ELLs.

A key feature of Dream Dine' Charter School is the implementation of a dual language educational program. This model will provide both first language Navajo speakers as well as first language English speakers to engage the academic content in both languages. Therefore students labeled as ELL will not be seen to have a disadvantage, but rather as an academic asset as both home languages are utilized and honored.

Dream Dine' Charter School is also in the unique position to meet the needs of ELL students through strategic hiring decisions. It is our expectation that the school Principal, Governing Board, planning team members and other members of the educational community will seek to locate TESOL-endorsed and bilingual-endorsed head teachers, as well as bilingual educational assistants. Our budgeting is competitive and assumes the hiring of level 2 teachers in each classroom.

In addition, we have budgeted to hire a part-time trained reading specialist with a background in reading instruction and/or interventions in year two. From year 3 through 5 this will become a full-time position. This key staff member will lead professional development sessions, provide support for classroom teachers, and work with struggling students.

I. Assessment and Accountability. A charter school application should include a clear plan for evaluating student performance across the curriculum. This plan should align with state performance standards as well as with the school's student performance goals, and should be presented along with a clear timeline for achieving these standards/goals. A clear explanation of the types of assessments and frequency of administration should be included reflecting thoughtfulness given to tracking student progress. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent assessments) to track student skill and knowledge development and to inform instruction. The plan will include how this data will be used to guide professional development of teachers, as well as how this data will be used to guide refinement of the curriculum and instruction.

When developing the assessment plan you should consider: 1) the appropriateness of assessments to the curriculum; 2) what will serve as baseline for student progress comparisons; 3) the inclusion of school, state, and other assessments to demonstrate appropriate student growth (i.e., SBA, DRA, Dibbles, MAP, AP, IB, SAT, ACT); 4) the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and 5) the ability of assessments to reflect the use of basic skills at grade-appropriate levels (i.e., reading, writing, problem-solving, etc.).

Note: Be aware that all New Mexico public schools including charter schools are subject to the Standards Based Assessment Program (SBA), which is aligned with state and federal content standards.

I.(1) Identify what measure(s) you will use to indicate that your students are making academic progress and the grade levels at which the assessment(s) will be used with an anticipated schedule or frequency of assessing. Ensure

that you consider the common core standards, the state-mandated PARCC and the SBA, your targeted student population, and how you plan to use the assessments to inform instruction.

Dream Dine' students will participate in both formative and summative assessments throughout the year to ensure academic growth. These include the PARCC and SBA, the Navajo language pre and post assessments designed by the Navajo Nation Department of Education, short cycle quarterly assessments designed by the teaching staff, and daily informal assessments and observations conducted by teachers, educational assistants and our administrative team.

Beginning the 2014-2015 school year the PARCC assessments in English Language Arts/Literacy and Mathematics will be administered in grades 3 and above. Tests at each grade level will be based on the Common Core State Standards (CCSS) for that grade level. Results of the ELA/Literacy assessments will be reported in three major categories:

- 1. ELA/Literacy;*
- 2. Reading and comprehending a range of sufficiently complex texts independently (reading); and*
- 3. Writing effectively when using and/or analyzing sources(writing)*

ELA/Literacy results will be based on a composite of students' reading and writing scores. Students will receive both a scale score and performance level scores for ELA/Literacy, and scale scores for the reading and writing categories. Performance level scores will be reported according to five levels. Collaborative, grade-level teams, with the support of administration and educational assistants will evaluate the results of these tests during staff in-service before the beginning of each academic year. These assessments will allow the teaching staff to identify target areas of instruction, determine needs for cohorts of students, set goals for the professional development schedule, and inform parents and the community of student progress and growth. For K-2nd grade, it is likely that Dream Dine' will utilize an early childhood assessment tool such as DIBELS to determine student knowledge and skill level.

Navajo language assessments will also be conducted individually with students at the beginning and end of each school year to evaluate the effectiveness of Dream Dine's dual language program. These written and oral language assessments provide students an opportunity to demonstrate their fluency and descriptive language ability in authentic contexts as they participate in basic conversations and describe visual images. The results of the pre assessments will help teachers and educational assistants meet students at their current ability levels, and the post assessments will provide opportunities to identify areas to strengthen Navajo language instruction.

See Appendix M for proposed testing schedule.

Dream Dine' teachers will collaborate to develop both quantitative and qualitative assessments. These formative assessments will be given at the conclusion of each unit of study, and no less than once each quarter. These formative assessments will align with the 3 to 5 Essential Questions (key concepts) that guide seasonal thematic units and will allow teachers an opportunity to reteach concepts and content that students did not master.

Along with these assessments, the Dream Dine' teaching staff will participate in daily, informal professional learning communities (PLCs). This will provide a space to reflect on the challenges and successes of the day. Such sessions have proven to be highly effective when implementing culturally responsive, dual language programs. Also, the 4th week of each month will be a time for the teaching staff to come together with the administration to share their work, discuss student growth and challenges, collaborate to develop unit plans, and determine professional development needs.

Finally, in order to continuously include stakeholder input, we will work to design a community impact assessment to be conducted at the conclusion of each year. We hope to use the quantitative results and anecdotal feedback of this assessment to evaluate the impact of Dream Dine's community service projects and the quality of our curriculum and instruction, and to better understand the long-term impact of our educational model on the life and health of our communities.

I.(2) Describe the corrective actions your school will take if it falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk students) **and** school-wide levels. Explain what would trigger such corrective actions. Who would be responsible for implementing them, and how your school will assess their effectiveness?

Dream Dine's educational staff--teachers, educational assistants, the Principal, the SPED coordinator and reading specialist--will come together to evaluate the results of quarterly formative assessments and annual summative assessments. These assessment results will inform the decision regarding what corrective actions must be taken. Administration and staff will collaborate regularly in an effort to continuously improve the effectiveness of the curriculum and instructional practices. The goal of such reflection will be to revise and strengthen the curriculum and to strategically design the annual professional development program.

Dream Dine's Principal is responsible for conducting monthly classroom observations in order to monitor classroom instruction and to provide feedback and support to classroom teachers. Formal evaluations will identify areas of strength and deficiencies, and improvement plans will be collaboratively developed with teachers to improve practice. If necessary, Dream Dine' may choose to contract with the Navajo Nation's Department of Dine' Education or other outside professional coaches to access additional support and strategies.

Dream Dine's Governing Board is responsible for evaluating the effectiveness of the school Principle. In the event that implemented strategies and efforts do not improve student achievement for 2 consecutive years, Dream Dine's Governing Board will work with the Principal to develop an improvement plan to increase the effectiveness of instructional leadership at the school site.

I.(3) Describe how your school will report student achievement results to parents, the school's Governing Body, the school's authorizer and the broader community. Please consider your selected community, their accessibility and communication options when answering this question.

Per State Statute: All state-chartered charter schools are required to report on progress toward the objectives stated in their charters in the school's Annual Self Report to the Division. The Annual Self-Reports are self-reports of performance that are due by the end of September after the end of the first, second, third, and fourth years of operation of the school. The school has the opportunity to complete the sections of the report with the data that reflect operational performance in the prior year. Annual SelfReports may include comments from the school regarding information on the strategies used to make progress toward the school's goals as well as unique aspects of the school's program.

Dream Dine' will abide by all parts of the Statute.

Dream Dine's Principal will also report both quantitative and qualitative measures of student performance on school-based short-cycle assessments, attendance, honors and awards, community impact evaluations, etc. during regularly scheduled Governing Board meetings. When appropriate, students and/or staff will attend Board meetings to report on their progress and work. The principal will

report state-mandated assessment results to the Governing Board during an end-of-year annual meeting designated for this specific purpose.

At least once per semester Dream Dine' school leadership and/or staff will attend local Chapter meetings to report to the broader community on student progress. Once per year the school principal will attend a meeting of the Navajo Nation's committee on Health, Education and Social Services and/or Department of Dine' Education to keep Tribal leadership abreast regarding the progress of the school toward our mission of student and community health, wellness, relationships and progress (criteria to be determined by the Governing Board and school staff).

Dream Dine' will host quarterly conferences to keep families abreast of their child's health, wellness, relationships and progress. In anticipation of these conferences, students will complete a holistic wellness wheel assessing the various qualities that they are expected to successfully demonstrate. This reflection will be structured and supported by the teacher, with students becoming increasingly independent as they advance. The results of this reflection will be shared by students with their parents (again with teacher support) during a Student-Led Conference.

At the conclusion of each academic quarter, Dream Dine' administration and staff will also host a parent/family meeting at the school site to report to our stakeholders on the social, emotional, physical, intellectual and cultural growth and development of our students.

Organizational Plan and Governance

A. Governing Body Creation/Capacity.

A.(1) Summarize the key components of your governance structure, including the roles and responsibilities of the governing body, number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with your school's administration. Explain how and when the governing body will develop its governing documents or "bylaws" if not submitted with application. If complete, attach governing documents as Appendix B.

See Appendix B for proposed Bylaws

The Governing Board's powers and duties, in alignment with the school's mission and vision and the New Mexico Charter Schools Act (NMSA 1978 22-8B-1 et seq), will include:

*Meeting monthly for regular Board meetings;
 Conducting an annual evaluation of the Dream Dine' Principal;
 Developing and formalizing governing policy and procedures;
 Ensuring the consistent and effective implementation of Dream Dine's mission and goals while allowing the school's administrators to manage the day to day operations of the school, and addressing shortcomings in meeting such goals;
 Participating annually in professional development for Governing Boards (meeting the 5 hour minimum requirement)*

The Governing Board will likely consist of 7-9 active members, upon Board approval. Board members will serve 3 or 4 year staggered terms in order to maintain continuity and institutional memory. These members will represent a diverse range of backgrounds and expertise, including:

*Legal expertise/familiarity with human resource and employment law, as well as Navajo tribal law;
 Financial expertise and familiarity with budget review, financial statements and fiscal management;
 Educational expertise knowledgeable of culturally relevant pedagogy, assessment, and Dine' philosophy as it relates to education;
 Expertise at navigating Navajo Nation governance and policy;
 Experiential education expertise;
 Parent representation;
 A community elder;
 A community member with the youth perspective.*

(These categories need not be mutually exclusive.)

We are suggesting the following Board positions, to be approved by the Board:

*President/Chairperson
 Vice President/Vice Chairperson
 Treasurer
 Secretary*

It is recommended that the Board create the following standing committees:

- 1. Finance*
- 2. Audit*
- 3. Foundation/Capital/Facilities*

4. Community Engagement

Additional temporary committees might include:

1. Development
2. Marketing
3. Curriculum/Programming
4. Search (for vacant Board positions)

A.(2) Provide a list of your proposed initial governing body members and describe the expertise represented on this governing body that demonstrates capacity to initiate the opening of the charter school. The composition of the Governing Body should reflect a wide range of expertise, knowledge and experience, and should demonstrate the capacity to oversee a successful school (i.e., assure student success, develop, implement, oversee the management of public funds, and oversee the school's compliance with legal obligations).

Rose Fasthorse Nofchissey is from Shiprock/Gadii'ahi, New Mexico. She is currently the Assistant Principal at Tse Bit'a'i Middle School in Shiprock, NM. Prior to being an Assistant Principal, Rose was the District's Bilingual/Multicultural Coordinator, a Dine Language & Culture Coach and a Reading Coach with Central Consolidated School District (CCSD). Rose has 38 years of experience as an educator expanding from teaching reading intervention, Dine language, middle and high school English/Language Arts. During her educational career, Rose has also been a Principal, an Assistant Principal, and a Dean of Instruction. She has been involved in a variety of curriculum development projects and programs for Dine language and English/Language Arts since 1973. Rose has presented at various conferences and workshops such as National Indian Education Association and National Bilingual Education Association to share her knowledge. Rose is currently the Vice President of the Dine Language Teachers Association (DLTA). She has been engaged in several research studies in Dine language curriculum, instruction and assessment. Rose has also published children's books in Dine Language. Rose has a Bachelor's degree in Secondary Education from University of New Mexico. She attained her Masters Degree in Reading from the University of New Mexico. Rose was in the doctoral program in Educational Leadership at Northern Arizona University in Flagstaff, Az. Rose is licensed as a teacher and administrator, and holds endorsements in ESL and bilingual education in both New Mexico and Arizona.

Kara Bobroff is Navajo/Lakota and was raised in Albuquerque. She began her educational career teaching behaviorally disordered middle school students in Albuquerque. She served as Assistant Principal in APS at a low-income urban school for two years and for four years at a "Distinguished School" in Marin County, CA. As principal of Newcomb Middle School in 2003-2004, Kara worked with 250 Navajo students and seven different reservation communities in New Mexico. When she became Principal in 2003, Newcomb Middle School was recognized for its academic achievement by the local school board. Kara was recently identified as one of the "Best Emerging Social Entrepreneurs" in the country and awarded a national Echoing Green Fellowship to establish NACA as one of the first urban academies to support language, culture, health and college preparation for youth. Through her work, NACA has been selected as the first "Collaborative Charter" in the state of New Mexico by the Albuquerque Public School District. Kara received her Master's in Special Education and an Ed.S in Educational Administration as a Danforth Scholar from the University of New Mexico. As a graduate of Albuquerque Public Schools and UNM, Kara has used her professional training and experience in public education to develop thoughtful curricula, rigorous academic standards and real partnerships with parents and communities.

KIMBERLY MOHS, MD has lived in Shiprock since 1999, working as an Internal Medicine physician and the Medical Director of Shiprock's Health Education Center for Wellness. She was trained at Duke University Medical Center in Durham, North Carolina. Since 2000 Kim has been the Chair for the Internal Medicine Department for the Northern Navajo Medical Center, Navajo Area IHS in Shiprock, NM. She supervises 9 internal medicine physicians. She is currently the Executive Director of the Radiation Exposure Screening and Education Program, the Medical Director of Diabetes Education and Counseling Center, the Medical Director of the Northern Navajo Medical Center Intensive Care Unit, the Medical Director of Respiratory Therapy, a Clinical Adjunct Professor for the Department of Medicine at the Duke University Medical Center and an Assistant Professor of Medicine at Columbia College of physicians and Surgeons. As a medical doctor, Kim oversees standards of care, provides direct medical care, and direct performance improvement for the service unit's approximately 4,000 diabetic patients. Kim is also a professional grant writer and researcher. Kim's community-based work in Shiprock includes developing the Native Lifestyle Balance Program, a medically supervised weight loss and fitness program for NNMC employees and patients with over 275 completed participants. She coordinates the Northern Agency Adolescent Wellness Camp each summer in Mancos, CO. She has coordinated the Shiprock Women's Shelter Toy Drive and the Elder Gift Basket Drive in Shiprock for the past several years. Kim's three children were all born in Shiprock at the Northern Navajo Medical Center, and they attend the local BIE school.

Terri Deale is originally from the community of Gadii'ahi, NM. She attended school in the Shiprock school system. She attended New Mexico State University where she earned her Associates degree in 2010 in Criminal Justice. She served as a youth leader at the Four Corners Community Church for 5 years and has been a member of the Northern Dine' Youth Committee for the past 2 years. Terri currently lives in the community where she works on her family's farm. She has been deeply involved with youth and community service activities throughout the community, including working with the homeless, the women and children's ministry, working with those addicted to drugs and alcohol and participating in the Toys for Tots program.

Lambert Benally is Dine' from Cove, Arizona (25 miles west of Shiprock). He is Bit'ahnii, born for Tabaahi. Lambert is currently a Legislative District Assistant for the Navajo Nation as well as the Program Director of the civic engagement program "K'e the Vote". He previously worked as an Outreach Consultant with Kauffman and Associates, Inc. educating and raising awareness about the Radiation Exposure Compensation Act, and as a state-wide Tribal Field Coordinator. He has worked in various Get Out to Vote efforts across the Navajo Nation. Lambert studied Physics at Northern Arizona University and Arizona State University. He has dedicated his personal and professional life to building positive culture, strong voices, and education amongst the Dine' people across the Navajo Nation.

A.(3) Describe how future governing body members will be selected as vacancies arise.

Enumerate the qualifications desired for members that will assure your school's governance is competent to operate a public school.

1. When a vacancy arises a temporary Search Committee will be formed. This committee will be made up of one current Board Member, the school's lead administrator, and one community representative. The Search Committee will identify individuals who possess the specific experience and expertise needed to fill the vacancy (qualifications outlined in section A.(1)), in order to maintain an effective Governing Board. (Note: Per state statute, no Governing Board member can receive funding from the school, as either a contract worker or in any other capacity, therefore a school employee selected to become a Board member must resign from any paid position or contract)

*2. The Governing Board President will meet one-on-one with identified individuals, assess their leadership experience, time constraints, their level of commitment, their experiences, and their goals and expectations as a potential member of Dream Dine's Governing Board. The Governing Board President will then nominate those individuals to the Governing Board who seem capable and willing to take up the challenge. *As the nominating party, the Governing Board President will abstain from voting for new members.*

3. Nominated individuals will be expected to attend a monthly Governing Board meeting to better understand the scope of the Board's work and to have an opportunity to meet the other members. The Governing Board President may choose to ask for their input regarding Board business in order to assess their strategic approach, philosophical positions and professional fit.

4. After attending the Board Meeting, nominated individuals will write a letter of interest outlining the skills and expertise they possess which make them a strong fit for Dream Dine'. This letter will be submitted to the Governing Board and Dream Dine' lead administrator.

5. The Governing Board and lead administrator will then consult and select the candidate most appropriate for the vacant position.

B. Governing Body Training and Evaluation.

B.(1) Provide an ongoing and comprehensive plan for Governing Body trainings, evaluations, and continuous improvement and complies with state requirements.

How will you ensure that the training provided is relevant to your school's governance and oversight requirements?

Evaluation: Each year the Governing Board will be asked to assess their own effectiveness in conducting monthly meetings, formalizing and implementing governing policy and procedures, and their ability to oversee the implementation of Dream Dine's lofty mission and vision . Based on this reflection they will identify areas of collective improvement and, collaborating with the lead administrator (and possibly with the NM Charter School Coalition), identify professional development opportunities available to them.

The member of the Board with professional finance experience will interact monthly with school business manager to assist in necessary fiscal management. The Governing Board will assess the schools's financial standing on a monthly basis during regular Board meetings. The Board will develop an assessment tool for the annual evaluation of the school's lead administrator. The accuracy of this assessment tool will be re-evaluated annually to ensure that it accurately reflects the mission of the school and the ever-changing requirments of school leadership.

Training: Members of Dream Dine's Governing Board will attend at least 5 hours of professional development annually, per state requirements. In order to assure the relevancy of such training, the Governing Board, in consultation with Dream Dine's lead administrator, will annually identify gaps in their collective knowledge and areas where they can strengthen their effectiveness. They will then seek out training sessions approved by the NMPED as well as those offered through the New Mexico Charter School Coalition to address shortcomings. The Governing Board will also have the opportunity to work with consultants and other experts to address specific areas of need not offered through NMPED or the Coalition. These might include changes in Navajo Tribal governance, federal legislation impacting Native communities, long-term strategic planning, or strategic approaches to engaging the community.

Governing Board members will also be invited to annual staff in-service trainings to inform school staff of state-wide policy and to ensure continued alignment with Dream Dine's mission and vision.

B.(2) Provide a plan for an annual self-evaluation of the governing body that reflects an evaluation of its overall effectiveness.

Governing Board members will participate in an annual 360 degree evaluation, seeking critical and constructive feedback through a proven peer evaluation system as well as a self evaluation. If approved by the Governing Board we will bring in an outside consultant (such as Valient Consulting) to conduct the review process. This review will assess the effectiveness of Board members in executing their duties as well as the functioning of the Board. Likely areas of review would include:

*Oversight/Implementation of school's mission and vision
Effectiveness of Board meetings and decision-making processes
Fiscal oversight
Policy development and implementation
School and community relations
School leader evaluation process*

C. Leadership and Management.

C.(1) Describe how the governing body will monitor operational, financial, and academic outcomes on an ongoing basis to ensure that your school is meeting its mission.

The Dream Dine' Governing Board and Finance Committee is ultimately responsible for ensuring clear alignment between the school's programs, mission and vision. The expertise of our Governing Board places it in a strategic position to provide support, guidance and oversight in the areas of fiscal management, academic excellence, school leadership, policy development, and tribal and community relations.

Fiscal Management: Dream Dine's Governing Board will be responsible for ensuring sustainable financial support for the school's mission and vision. They will develop an annual budget that reflects Dream Dine's mission to nurture "strong, compassionate, bilingual young people who are committed to their personal and community health, wellness, relationships and progress". The Board will determine fundraising needs and locate sources of external funding. The Governing Board will be responsible for conducting monthly reviews of the school's financial statements and reports that have been reviewed and approved by the school's Finance Committee. This standing Committee will be made up of the principal, one community member, the business manager, and two Governing Board members.

Academic Excellence: The Board will evaluate and approve appropriate indicators of student success, aligned with the mission and goals of the school. The school principal will report quantitative and qualitative measures of student performance, including short cycle assessment data, attendance statistics, honors and awards, community impact evaluations, etc. during monthly Governing Board meetings. When appropriate students and/or staff will attend Board meetings to report on their progress and work. The Board will also be responsible for ensuring that the academic calendar and daily schedule support the goals of the school, and that staff hiring practices support student success.

School Leadership: In addition to the annual school leader evaluation the Board will provide operational support to the school principal, assist in prioritizing needs, assess rising challenges as well as potential opportunities.

Policy Development: The Board, in collaboration with school leadership, will develop and update school policies that ensure the effective and efficient management of school resources, oversight of such policies, and student success.

Tribal and Community Relations: The Board will seek to establish partnerships and working relationships with Navajo tribal leadership, the Navajo Nation Council and local Chapter leadership. These relationships will hopefully yield financial support while allowing the Navajo Nation an opportunity to develop their capacity to become educational advocates and leaders. Board members will leverage their personal contacts and professional reputations to reach out to local community members so that we might accurately assess the full impact of the school on the life of our community. The Board will serve as advocates for Dream Dine' and intermediaries with the broader community, providing reports at Chapter meetings and to the Navajo Nation's Health, Education and Social Services Committee in order to continue growing support and gathering community input.

C.(2) Identify the qualifications and leadership characteristics the governing body will seek when employing the head administrator.

Describe the job search process and timelines for this process. If the proposed head administrator is a founder or already identified, provide a summary of his/her background and qualifications for this position.

Dream Dine' will be a unique educational model operating on the Navajo Nation, and therefore at the complicated intersection of local, Tribal, State and Federal education policy. As we attempt to create a unifying vision within our community and navigate the demands of each of these formal stakeholders, our lead administrator will have to possess incredible personal qualities and professional knowledge, skills and experiences. Dream Dine's Principal will need to possess the following skills and abilities/experiences:

Site Leadership and Oversight, including financial management/decision making, the implementation of school policies and procedures, facility management, etc.;

Instructional Leadership, including the ability to conduct objective classroom observations and provide actionable feedback to teachers, and conduct annual teacher evaluations;

Facilitation of staff and community meetings that provide guidance to our educational community while allowing for community input and consultation;

The willingness and ability to foster and develop formal and informal partnerships with a wide range of groups and organizations such as school staff, parents/families, community leaders, community-based/grassroots organizations, Tribal entities, other schools and the local district, state and federal policy makers, etc. in order to provide Dream Dine' with the necessary resources to meet its goals;

Communication/Presentation skills in both Navajo and English, and an awareness of Navajo history, culture and philosophy;

Research skills in teaching pedagogy, curriculum and instruction, professional development opportunities, models of effective education, etc.

Dream Dine's first lead administrator is one of the planning team members: Roselyn Begay.

Ms. Begay is from the Shiprock community and has dedicated her life to education on and around the Navajo Nation. She received her BS in Elementary Education in 1976 from the University of New Mexico, with a minor in Bilingual Education. She then earned a Masters in Elementary Education in 1981, and a year later she received an Education Specialist Certificate, both from UNM. In 1995 Ms. Begay earned an

Elementary Education Administration Certificate from Northern Arizona University. In addition, she continued her education by taking post graduate courses at Fielding Graduate University in Santa Barbara, CA from 2001 to 2004.

Roselyn has been a Navajo language and culture teacher for more than 25 years. She was also an elementary school principal for 10 years here in Shiprock, where she applied for and received a grant that allowed her school to implement the districts only bilingual program.

C.(3) Describe how the governing body will convey to and delineate the roles and responsibilities of your school's head administrator and how will he/she be evaluated and held accountable for the operations you're your school's success.

Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders. Attach the job description as Appendix C.

See Appendix C for proposed Principal Job Description

The Governing Board of Dream Dine' is tasked with oversight of the implementation of the school's mission and vision, and assessing the effectiveness of the school's Principal. An annual evaluation of Dream Dine's Principal will follow the New Mexico Principal evaluation protocol.

Proposed Job Description for Dream Dine' Principal:

Dream Dine's Principal will have to have an educational philosophy that aligns with the school vision and mission. He/She will have to have a deep understanding of the Navajo language and culture and the multiplicity of issues involved in Navajo education. This individual must hold a valid New Mexico Administration License

The knowledge and skills pertinent to developing a high performing school include:

- *Developing a caring and supportive school culture where all stakeholders are comfortable to take part in making our school a success, and feeling that they own the school.*
- *Supporting teachers not only in making sure they have what they need to do their jobs but to nurture them to develop into teacher leaders.*
- *Have a working knowledge of curriculum and instruction*

Additional Skills:

- *Team building/collaboration*
- *Supervising staff*
- *Working with formative assessment data to guide learning and instruction, curriculum, and professional development*
- *Manage budget and personnel*
- *Evaluate teaching and instructional program effectiveness*
- *Highly organized, effective communicator, willing to spearhead public relations efforts, and strong interpersonal skills*

Other qualifications may include:

- *Experience managing a high performing team*
- *At least 5 or more years as a teacher, preferably as a Dine educator*
- *Dedication to Dream Dine's unique vision, mission, and values*

D. Organizational Structure of the School.

D.(1) Describe the organizational structure of your school and provide an organization chart that clearly delineates

the relationships between all parties including the administering of the day-to-day activities of the school.

See Appendix N for Dream Dine' Organizational Structure

D.(2) Include proposed job descriptions of certified and licensed staff. In addition, if your organization structure included non-traditional roles or positions, explain why these roles are important in implementing your school's mission and educational program. Attach staff job descriptions as Appendix D.

See Appendix D for proposed Job Descriptions

D.(3) Provide a description of a comprehensive evaluation process for educational staff, and how it will be tied to student performance, your school's mission and goals, and the state's requirements. For further information please see the following link: <http://ped.state.nm.us/ped/NMTeachIndex.html>.

Dream Dine' will follow the New Mexico Public Education Teacher Evaluation system, with 50% of the professional evaluation based on improvement, 25% based on locally adopted other multiple measures, and 25% based on classroom observations. The School Principal will collaborate with the first group of teachers, educational assistants and the SPED coordinator during PLC meetings to establish which combination of measures and student achievement measures will be used as required by the new NMPED Principal and Teacher Evaluation model. The system will be in place by the first 90 days of our first school year: 2014-2015.

A structured observation process will be adopted that includes a pre-observation conference to determine areas of focus and goals, a 30 minute formal observation conducted by the Principal or other licensed administrator using an objective tool that evaluates whole-child development (such as Singapore—the tool itself will be determined during the planning year), and a post-observation debrief/reflection that includes actionable feedback for teachers. First and second year teachers will be formally observed monthly. Tenured teachers will be evaluated at least twice each year. Teachers will be rated at one of five levels: exemplary, highly effective, effective, minimally effective and ineffective. Those rated as minimally effective and ineffective must work with Dream Dine' Principal to determine prescriptive steps with measurable outcomes and timelines that must be completed by the teacher in order to correct the identified deficiency (see section E.(1) for TERMINATION FOR CAUSE process).

The leadership team will participate in all necessary trainings with the NMPED in order to ensure that the implementation is in alignment with current NMPED requirements to conduct and track teacher observations and collect the data needed to successfully implement the system in the first school year.

Dream Dine' will also evaluate non-instructional duties (based on the Dream Dine' job descriptions) through the Principal. For tenured teachers, this also begins with goal setting in the fall (before October 1), mid-year check-in and readjustment as needed, and a spring evaluation.

Mentorship and Support

Facilitators for each grade level and team will conduct purposeful, informal observations on a regular basis throughout the year. Support may include strategies for content delivery, pedagogy, narrative writing, common formative assessments, and rubric development. Grade level colleagues will conduct at least one formal classroom observation of each other annually and work closely with Curriculum Facilitators to examine curriculum, best practices, professional development, PLCs, and action research.

Informal walkthroughs by colleagues will also be encouraged throughout the year to share ideas and provide support and feedback, but these will not take the place of formal, scheduled observations.

D.(4) Provide a staffing plan that demonstrates a sound understanding of staffing needs and that is viable and adequate for effectively implementing the educational program/curriculum

We have calculated staffing salaries and benefits to be between 80-85% of annual SEG

Year 1:

*1 full-time Principal
1 part-time Financial Director (.6 FTE)
2 full-time teachers (one with SPED license)
1 volunteer office manager (parent)*

Year 2:

*1 full-time Principal
1 full-time Financial Director
3 full-time teachers (one with SPED license)
3 part-time EAs (.5 FTE)
1 part-time Reading Specialist (.4 FTE)
1 contracted Parent Liason/Cultural Event Coordinator
2 volunteer office managers (parents)*

Year 3:

*1 full-time Principal
1 full-time Financial Director
4 full-time teachers
4 part-time EAs (.5 FTE)
1 full-time SPED coordinator
1 full-time Reading Specialist
1 contracted Parent Liason/Cultural Event Coordinator
1 contracted IT Coordinator
2 volunteer office managers (parents)*

Year 4:

*1 full-time Principal
1 full-time Financial Director
5 full-time teachers
4 part-time EAs (.5 FTE)
1 full-time SPED coordinator
1 full-time Reading Specialist
1 contracted Parent Liason/Cultural Event Coordinator
1 contracted IT Coordinator
1 contracted school nurse
2 volunteer office managers (parents)*

Year 5:

*1 full-time Principal
1 full-time Financial Director
6 full-time teachers
5 part-time EAs (.5 FTE)
1 full-time SPED coordinator
1 full-time Reading Specialist
1 contracted Parent Liason/Cultural Event Coordinator*

*1 contracted IT Coordinator
2 volunteer office managers (parents)*

This extremely conservative staffing plan is calculated from year 1-5 SEG estimates, anticipating 15 students in grades K through 2nd, and 20 students in 3rd, 4th and 5th grades. In addition, we anticipate that Dream Dine' will receive Title 1 funding, based on over 90% of our target population being FRPL, Title 3 funding based on our dual-language program, and IDEA-B funding, as well as potential sources of funding from foundations and other outside entities. When these funds become available we intend to hire additional staff, specifically in year 1, including educational assistants, a parent liason/cultural event coordinator, and a SPED or Reading Specialist.

D.(5) State the length of the school day and school year (including a total number of days/hours of instruction).

Describe in detail how this schedule supports your school's educational program and how the calendar is optimal for achieving high outcomes for your target student population.

See Appendix O for proposed School Calendars.

A finalized calendar will be selected with stakeholder input by March, 2014.

D.(6) Describe your professional development plan that supports the successful implementation of the educational plan, mission, and goals and that meets state requirements.

Dream Dine' will follow a year-long plan where the goals are determined by teachers but ultimately focused on stronger implementation of the schools' mission and vision. This includes PD focused on place-based education, project-based learning and dual language instruction. Culturally-appropriate teaching strategies will be shared to deepen teachers' content knowledge and provide them with research-based instructional strategies appropriate for a bilingual setting, including second language acquisition methodology, culture-based pedagogy, Common Core State Standards and using assessment results to inform instruction.

Professional development will be organized primarily through weekly PLCs, in which all classroom teachers will have the opportunity to share their daily successes and challenges. They will also provide feedback to guide continuous instructional improvement aligned with the school mission and vision.

A central aspect of the process of professional development will involve the use of protocols for Professional Learning Communities (PLCs) and Critical Friend Groups (CFGs). These well-established protocols will guide staff through many different development goals – from improving the evaluation of individual student work to analyzing disaggregated student data from multiple sources. The staff will have an array of protocols to choose from to guide improvement and decision-making.

Dream Dine will regularly evaluate the professional development processes to monitor its impact on student learning. The school anticipates having support from the community in the form of volunteer professional educators (from the local Bisti Writing Project and other community organizations) who have extensive experience in PLC development and facilitation.

The school also expects to invite tribal elders and community members to assist in developing an ongoing process for increasing cultural competency in a variety of ways. The development of cultural knowledge and skills will be treated as an essential form of professional development equivalent to content knowledge and classroom pedagogy.

Dream Dine will regularly evaluate the professional development processes to monitor how it is impacting student learning.

E. Employees.

E.(1) Provide an explanation of the relationship that will exist between the charter school and its employees. This explanation should include a general description of the terms and conditions of employment for each class of employee (administration, professional staff and administrative staff) and how your school will address employees' recognized representatives.

All certified and non-certified Employees are subject to the School Personnel Act, Section 22-10A et. seq. NMSA 1978. Employees are classified as a regular full-time, regular part-time, short-term, or temporary employee. In addition, employees are classified as nonexempt or exempt in accordance with the Fair Labor Standards Act and applicable state law and compensated according to FLSA overtime guidelines. Employees who work more than 0.25 FTE (Full Time Equivalent) shall participate in the Educational Retirement Board pension for public educational employees. Employees are not covered under any collective bargaining agreement. Employees of Dream Dine' are not employees of a school district. The school does not intend to have an employee bargaining unit. However, in the event that one is certified, the Governing Board will negotiate a collective bargaining agreement as provided in the Public Employees Labor Relations Act.

TERMINATION FOR CAUSE

For tenured teachers at Dream Dine', the evaluation process will determine whether goals have been met and whether the unsuccessful completion of goals constitutes just cause for non-renewal of a contract and/or the teacher rating as determined by the NMPED Teacher and Principal Evaluation system. If it is determined that the performance of the individual teacher is unacceptable the Principal will provide written notification to the teacher prior to March. This notice will outline prescriptive steps with measurable outcomes and timelines that must be completed by the teacher in order to correct the identified deficiency. Contracts will be renewed or terminated by the end of the last work week of the school year, or as necessity demands. If a situation should arise which warrants the immediate termination of an employee, the Principal may exercise the right to terminate a contract during the school year and without "written notification prior to March." See E.(3) below for conditions which might warrant such immediate action.

For probationary teachers, contract renewals during their first 2 years shall be at the discretion of the Principal, based upon clearly defined (and Governing Board approved) criteria for instructional success and excellence.

E.(2) Provide proposed governing body personnel policies that comply with all applicable federal and state statutes and regulations (attach as Appendix E); or state how and when employment policies and procedures will be developed and how you will ensure that they comply with applicable federal and state labor laws, regulations, and rules.

See Appendix E for proposed Governing Board Policies.

Dream Dine's employment policies and procedures will be developed in consultation with the Governing Board's legal council and representation, and based upon state and tribal regulations. This will occur during the Fall of 2014 as part of the planning year. The legal consultant will reference current policies, regulations and procedures, and review prior the start of the 2014-2015 school year. The final version of employment policies will be approved by the Governing Board and published for all employees and implemented through training and Human Resource guides.

E.(3) Describe a staff discipline process that provides for due process in accordance with state law.

The following is a section of the personnel policies that relate directly to due process for employees:

Progressive Discipline Process:

A number of interventions may be used to motivate, correct, and/or discipline employees, including, but not limited to written/documented warnings and reprimands, along with suspension (with or without pay) and discharge. Interventions will be implemented as appropriate in each individual circumstance. Ideally, the leadership aims to see growth take place and any deficiencies addressed within a reasonable time period. Progressive discipline may be implemented to correct employee behavioral or performance shortcomings. However, there may be situations where the severity or seriousness of the offense justifies the omission of one or more of the steps in this process. Likewise, there may be situations where a disciplinary step is repeated to re-address an issue or behavior.

Administrative Leave Pending Possible Disciplinary Action:

If an employee is suspected of violating Dream Dine' policies, procedures, or work rules, they may be placed on administrative leave, with or without pay, pending an investigation of the situation.

Employment Termination:

Termination of employment is an inevitable part of personnel activity within any organization. However such a step is not taken without careful consideration of the impact to the overall educational community. Below are some examples of the most common circumstances under which employment might be terminated:

- Reduction in Force (RIF) (A protocol for a RIF will be developed as part of the planning year and approved by Dream Dine's Governing Board)*
- Non-renewal of Year-Long Contracts and School-Term Contracts*
- Resignation – voluntary employment termination initiated by an employee*
- Discharge – involuntary employment termination initiated by the organization*
- Retirement – voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the organization.*

Termination for Cause:

1. Dream Dine's Principal ultimately determines all involuntary terminations. Possible reasons include, but are not limited to, the following:

- a. Failure to abide by written policies;*
- b. Use of alcoholic beverages or non-prescribed drugs on the school premises;*
- c. Appearing for work under the influence of alcohol or drugs;*
- d. Fighting, assault or attempting to injure others;*
- e. Falsifying or misusing school records, including employment application;*
- f. Conviction of any felony or serious misdemeanor crime;*
- g. Theft of school equipment;*
- h. Failure to meet the terms of probation, including disciplinary probation;*
- i. Unsatisfactory performance of designated job position;*

Termination of Employment:

A. Voluntary Termination: Employees may choose to voluntarily terminate their employment at any time. An employee must give at least thirty days written notice of their intention to resign to be

considered as having left employment in “good standing”. Exceptions may be made on a case-by case basis if a thirty day notice is not possible. In such a case, other conditions will be considered, as such as past performance.

B. Involuntary Termination: Termination of an employee’s services by Dream Dine’ due to reduction of force, budget cutbacks, abolition of position due to reorganization or reassignment of duties, end of grant term or any special initiative will require Dream Dine’ to give notice in writing to the employee at least thirty days in advance of termination. Terminations required by a reduction in force shall be carried out pursuant to an approved plan by the Governing Board.

If more than one employee is involved, the Principal shall establish a fair and equitable method governing the order in which employees are laid off, with the primary consideration being programmatic needs of the school and the best interest in serving students’ needs and the school’s mission.

Subsections:

A. Dream Dine’ may terminate an employee with fewer than three years of consecutive service for any reason it deems sufficient. Upon request of the employee the Principal shall provide written reasons for the decision to terminate. The documentation shall be provided within ten working days of the request. The reasons shall not be publicly disclosed and the reasons shall not provide a basis for contesting the decision under the School Personnel Act [22-10A-1NMSA 1978].

B. Before terminating a non-certified school employee, Dream Dine’ shall serve the employee with a written notice of termination.

C. An employee who has been employed for three consecutive years and who receives a notice of termination pursuant to either Section 22-10-12 NMSA 1978 [recompiled] or this section, may request an opportunity to make a statement to the Governing Board on the decision to terminate her/him by submitting a written request to the Principal within five working days from the date on which the written notice of termination was served. The employee may also request in writing the reasons for the action to terminate. The Principal shall provide documentation of the reasons for the notice of termination to the employee within five working days from the date the written request for a meeting and the written request for the reasons were received by the Principal. Neither the Principal nor Governing Board shall publicly disclose its reasons for termination.

D. The Governing Board may not terminate an employee who has been employed by Dream Dine’ for three consecutive years without just cause.

E. The employee's request pursuant to Subsection C of this section shall be granted if he responds to the Principal’s written reasons as provided in Subsection C of this section by submitting in writing to the Principal a contention that the decision to terminate him was made without just cause. The written contention shall specify the grounds on which it is contended that the decision was without just cause and shall include a statement of the facts that the employee believes support his contention. This written statement shall be submitted within ten working days from the date the employee receives the written reasons from the Principal. The submission of this statement constitutes a representation on the part of the employee that he can support his contentions and an acknowledgment that the Governing Board may offer the causes for its decision and any relevant data in its possession in rebuttal of his contentions.

F. The Governing Board shall meet to hear the employee's statement in no less than five or more than fifteen working days after the Board receives the statement. The hearing shall be conducted informally in accordance with the provisions of the Open Meetings Act [10-15-1.1 NMSA 1978]. Both the employee and the Principal may choose to have an individual accompany them to the meeting. First, the Principal shall present the factual basis for the determination that just cause exists for the termination of the employee, limited to those reasons provided to the employee pursuant to Subsection C of this section. Then, the employee shall present his contentions, limited to those grounds specified in Subsection E of this section. The Governing Board may offer such rebuttal testimony, as it deems relevant. The Governing Board, the employee or his representative and the Principal may question all witnesses. The Governing Board may consider only such evidence as is presented at the hearing and need consider only such evidence as it considers reliable. No record shall be made of the proceeding. The Governing Board shall notify the employee and the Principal of its decision in writing within five working days from the conclusion of the meeting.

E.(4) Outline a proposed process for addressing employee grievances.

Dream Dine' Grievance Policy

Definition of a grievance:

Disputes, disagreements and complaints about decisions and actions made by supervisors and co-workers. If the grievance involves a supervisor or administrator then the definition of a grievance is as follows:

- a. Improper or inconsistent administration and/or application of policies, procedures, rules or regulations;*
- b. Unfair or unequal treatment.*

Procedure:

Step 1. Employee submits a written description of the grievance to the Head Teacher. An employee has up to 30 calendar days after a grievance has arisen to start the grievance process. Employee is to clearly indicate to the Head Teacher that step one of the grievance procedure is being initiated.

*Step 2. The Head Teacher will provide a written response to employee within 10 working days. *The employee has 10 working days between each step of the procedure to decide whether or not to proceed to the next step of the grievance procedure.*

Step 3. If not satisfied with the resolution reached in Step 2, the employee can submit a written request to the Head Teacher requesting the initiation of Step 3 of the grievance procedure. The Head Teacher has 10 working days to arrange for a grievance committee to hear the employee's issue(s).

- a. The committee shall:

 - i. Determine if an issue is addressable through the grievance procedure;*
 - ii. Investigate the issue; and*
 - iii. Present a resolution.**
- b. The committee shall have 3 voting members and consist of the following:

 - i. Two directors randomly chosen from a designated and trained pool of directors.*
 - ii. The Head Teacher, unless the complaint is against the Head Teacher, at which point the Principal would then be the committee member.*
 - iii. A facilitator, acting as a non-voting member of the committee.**
- c. Within 10 working days of its hearing, the committee shall present a written resolution to the employee. Committee resolutions that are favorable to the employee are final.*

Step 4. If the employee is not satisfied with the resolution reached at Step 3, the employee then submits the grievance, in writing, to the Principal for review. The Principal shall provide the employee with a final decision within 5 working days.

***If the grievance involves the Principal, the decision of the grievance committee may be reviewed by the Governing Board at the employee's written request. The Governing Board shall have 45 days to provide a final decision to the employee, unless special circumstances, as determined by the Board, necessitate an extension.*

Exclusions from the grievance procedure:

- 1. Wage and salary schedules;*
- 2. Job classifications, job assignments and job descriptions;*
- 3. Hirings, appointments, dismissals; and*
- 4. Performance evaluations.*

**Failure to comply with established policies and procedures are grounds for grievance. For example: inequitable pay adjustments, inconsistent compensation for additional duties, inconsistent application of evaluation procedures, etc.*

The grievance procedure is available only to salaried full time employees.

F. Community/Parent/Employee Involvement in Governance.

F.(1) Explain the nature and extent of parental, professional educator, and community involvement in the governance and the operation of your school and how their involvement will help to advance your school's mission.

Dream Dine's planning team expects to transition quickly from the community input gathering process into more formal roles of school leadership and governance for our local stakeholders. We plan to implement specific strategies and systems to integrate our parents and community members into the decision making process.

Parent Advisory Committee (PAC): During enrollment, Dream Dine's administration will inform parents of the creation of a grassroots advisory committee. The PAC will likely meet on a monthly basis at the school site to discuss various ideas, issues and concerns. Although the committee will not have official decision making authority, it is expected that they will provide suggestions and feedback to Dream Dine' staff, administration and to the Governing Board regarding the academic program, experiential learning opportunities, and culture-based community activities. There will be various mechanisms for communicating with the staff and Board.

The Governing Board membership will include a parent. This individual will be expected to attend PAC meetings and serve as a liason between Dream Dine's Governing Board and the PAC. In addition, Dream Dine's educational staff will nominate one school staff member each year to serve as a liason between our teachers and our parents. These liasons will report to parents on activities, opportunities and challenges at the school. They will also take parent suggestions and concerns back to the Board and educational staff. This two-way facilitation will provide Dream Dine' staff, Board and parents a personal way to communicate with each other on a regular basis.

Dream Dine' Governing Board: We expect that the composition of our Governing Board will reflect the various voices within our local community. As outlined in A.(2), our members include "an individual experienced at navigating Navajo Nation policy, governance and tribal policy" and "an educator/administrator experienced with culturally relevant pedagogy, assessment and Dine' philosophy as it relates to education." We also expect to have a parent, a community elder, and a community member with the youth perspective on the Board. We expect that some of these individuals will possess multiple qualifications (such as a parent and an educator, or an elder with experience navigating tribal policy), but regardless, we expect that our Governing Board will always be representative of the interests and concerns of our students and our educational community.

Parent Compact: We are in the process of investigating effective Parent Compacts used by culturally relevant schools. We expect that during the enrollment process parents and guardians will be asked to commit a reasonable number of hours to various projects and activities related to Dream Dine's mission and vision. These opportunities will allow parents the opportunity to work with school staff and administration while gaining first-hand knowledge of the school's operations.

Community Impact Survey: We are also considering the development of an annual community impact survey. This assessment would provide quantitative and anecdotal feedback from the community regarding the impact of Dream Dine's community service projects and the quality of our curriculum and instruction, and to better understand the long-term impact of our educational model on the life and health of our communities.

F.(2) How will you address complaints from the community, parent, or students about your school? Describe a clear resolution process for complaints.

Dream Dine' Governing Board meetings are advertised and open to the public. Complaints that are specific to one of Dream Dine's Governing Board committees will be addressed by that committee and recommendations may be forwarded to the Board. The Community Engagement Committee will be fundamental to Dream Dine's operations and success. This committee will be composed of Governing Board members, the school's Parent Liason/Cultural Event Coordinator and other stakeholders in the school including parents and students.

The following outlines the complaint/concern process:

- 1. Report to a member of the Community Engagement Committee (or to the Principal to be forwarded onto the Committee)*
- 2. Committee consultation on the issue, during which those effected by the concern have an opportunity to answer questions from the Committee*
- 3. Committee determines a recommended resolution and forwards that recommendation onto the Governing Board*
- 4. Governing Board and Principal are responsible for implementing the recommendation and restoring harmony and balance within the educational community*

G. Student Policies.

G.(1) Attach as Appendix F a proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations at 6.11.2 NMAC.

See Appendix F for proposed Student Handbook

G.(2) Describe how you will provide alternative educational settings for eligible students who are long-term suspended or expelled.

In the case of students receiving special education services, Dream Dine' will ensure that their IEP goals are met while addressing any issue of misconduct. A manifestation meeting will take place to determine if the behavior is a result of the exceptionality, and the team will determine an outcome that complies with all IDEA regulations. Interim Alternative Educational Settings (IAES) will be available for students facing severe discipline consequences.

Although expulsion is a last resort, the school acknowledges that it is sometimes necessary. In such cases the Principal, collaborating with the Student Support Team (SST), will refer any student without an IEP to a school other than Dream Dine'. The SST will follow up to ensure that the student has enrolled and transitioned to another institution.

H. Student Recruitment and Enrollment.

H.(1) Explain the plan and specific strategies for student recruitment and marketing that will attract students from your school's targeted population and that will provide for broad circulation of information about the new school. Include a proposed timeline for recruitment and enrollment.

Dream Dine' will work with existing partners in the Four Corners area/Northern Navajo Agency to begin recruitment and to disseminate information about the mission and general information for the Dream Dine' school.

To date a series of community engagement sessions have taken place over the past two years.

Dream Dine' will work with the local community centers, hospital youth programs, the Navajo Nation Youth program division, Restoring and Celebrating Family Wellness group and the Northern Dine' Youth Committee, as well as the local school district to provide students and families enrollment and application information.

Timeline:

- October 2013: Upon approval Dream Dine' will post a public announcement in the Navajo Times, local newspapers and news outlets, as well as on local radio such as KTNN in both Navajo and English to announce the new school.*
- From November 2013 through March 2014: Dream Dine' will host monthly information sessions at representative chapter houses and local community venues.*
- December 2013: Mailing to all potential Head Start programs and students in the area who are interested in the program, and begin accepting applications aimed at the first lottery draw in April 2014*
- April 2014: Second mailing followed up by continued community gatherings and information sessions.*
- April 2014: Lottery Drawing and Notification of Students*
- June and July 2014: Third mailing (if needed) and final notification of students who are accepted into Dream Dine' School's first class of students.*

H.(2) Describe the lottery process to be used by your school to allocate seats including tentative timeframes and procedures for conducting the lottery and for maintaining and using a wait list.

All students who meet the State of New Mexico's eligibility requirements for attending a public school may apply for admission to Dream Dine'. The school will not discriminate among applicants on the basis age, disability, gender, ethnic or national origin, religion, or academic standing. Dream Dine' is a New Mexico non-sectarian, non-home school based public school that does not charge tuition or have admission requirements. There are no criteria for admission. In accordance with the Charter Schools Act, Chapter 22, Article 8B NMSA, siblings of students enrolled or chosen for enrollment will be automatically eligible for enrollment in the school.

Dream Dine’ will announce the opportunity to apply for open enrollment beginning each year in November and ending when sufficient students have been recruited to meet the desired enrollment, at which time a wait list will be developed.

Opportunities to enroll will be advertised on the school’s website and through youth development organizations, health care clinics, community and tribal organizations that provide services to youth, families and community centers and the local school district. Enrollment announcements will be provided in both English and Navajo.

Applications for enrollment will be accepted on an ongoing basis. As they are received, the registrar or designee will catalogue all applications in a data base and retain a paper copy in a binder in the main office. A lottery date will be set for the first open house held by the school (April). In the event more applications are received than there are available openings in the school, a lottery process for admission will be instituted for all applicants on the wait list.

Notice of subsequent lotteries will be advertised on an ‘as needed’ basis if there are openings. The lottery will occur no more than thirty days after the first lottery and then repeat the cycle as needed until all spots are full for the following academic year. After student openings are filled, all others will be placed on a wait list and another random drawing will take place at the time of the next lottery draw.

Subsequent lotteries will be conducted based upon enrollment needs. All students will be notified should they be selected for enrollment via a letter sent US mail. The acceptance letter may also be delivered in person or via email or phone depending upon the best way to reach the guardian or parent.

Students and families must acknowledge in writing their intent to enroll in Dream Dine’ and complete all registration documents. If a student’s family does not contact the school before the next lottery draw or start of year the next eligible student will be enrolled.

Timeline for Application Process:

November/December 1, 2013: Applications will be accepted for the lottery drawing. Applications will continue to be accepted and those students not drawn in the lottery(s) will be placed on a Dream Dine’s waiting list.

March 15, 2014 and April 15, 2014: Open House and lottery drawing held. Students will be notified as they are drawn as described in the application process.

May 15, 2014: If all advertised slots are not filled, an additional Open House and lottery drawing will be held.

March 15 and April 15, 2014: Registration documents and new student orientations will begin.

Specific dates of orientations and summer school programs will be determined during the planning year with the leadership team and community partners.

June 15, 2014: Enrollment will be finalized. Registration and new student orientation completed in July prior to the opening of school.

H.(3) Describe the enrollment process including withdrawals, dis-enrollments, re-enrollments, and transfers that

comply with NMSA 1978 Section 22-8B-4.1, and Subsection D of 6.80.4.12 NMAC.

The enrollment process at Dream Dine' is as follows:

Enrollment and Transfer In:

Step 1—Student is drawn in a lottery;

Step 2—Dream Dine' calls to confirm enrollment of student;

Step 3—Registration appointment is scheduled and family meeting is held;

Step 4—Registration packet is completed (verification of birth date, parent or guardian confirms attendance if the student is under 18, contact information, transcripts, 504 and/or IEP are requested, CIB and any other important information including language survey, parent compact, etc.);

Step 5—Student starts school same day or following school day after a tour and classroom placement meeting with their teacher.

Withdrawal and Transfer Out:

Step 1—Parent completes a withdrawal form;

Step 2—Transcripts are sent to new school and any other records requested by the family or new school;

Step 3—Transcripts and school records are held if there is a fine pending.

Disenrollment:

Step 1—If a student is gone for more than 10 days and parents have not responded to contacts from the school, then students are dis-enrolled and a report will be filed with a local support agency.

I. Legal Compliance.

I.(1) Describe how your governing body will ensure compliance with NMSA 1978 § 22-8B-5.2(2011), which deals with conflicts of interest. Attach as Appendix G a copy of your proposed Conflict of Interest Policy and a sample disclosure statement of any real or potential conflict of interest.

See Appendix G for Proposed Conflict of Interest Disclosure Statement

I.(2) Describe what steps your governing body and school will take to ensure that the operations of your school and governing body are transparent and open to the public. For further information please see the following link: <http://www.nmag.gov/consumer/publications/openmeetingsactcomplianceguide>.

Dream Dine' shall comply with the provisions of the New Mexico Open Meetings Act. All Dream Dine' Governing Board meeting dates will be published in the local news media and will be posted on the school's web site and in a visible place on the school campus. Governing Board meeting agendas will be made publically available at least 24 hours prior to each meeting. Members of the Governing Board shall be trained in the requirements of the Act and it will develop a policy that complies with the act annually.

A schedule of meeting dates for the school year will also be posted one time annually in a local paper and the budget session will be specifically advertised annually through the local newspaper. Meeting minutes will be drafted within two weeks of the meeting and keep track of any decisions or actions of the Governing Board in accordance with the Open Meetings Act.

In addition, the school will abide by the New Mexico Audit Act, which requires that all schools have an audit committee and that the findings of audits be made public. This will be done by posting the results of the annual audit on the school's web site.

Finally, all policies and procedures (Faculty and student handbooks, etc.) will be posted on the school's web site. The agendas, minutes and all handouts at the Dream Dine Governing Board meeting will be

kept in the main office and made available to any staff, family, students or community members. At the end of each year they will be archived and kept for 5 years.

J. Evidence of Partnership/Contractor relationship. (If Applicable.)

J.(1) If your school has identified a partner organization or a contractor that is essential to the existence of the charter school, its governance, key instructional, or management functions, provide the following information: name of the entity or person; contact information; a description of the nature and purpose of the relationship with the charter school; and involvement in your school's governance.

While not "essential" to the existence of Dream Dine' we are working to establish a formal relationship and memorandum of understanding with the Navajo Nation Department of Dine' Education (DODE). DODE works with schools across the Navajo Nation and functions as a clearinghouse for curriculum and educational materials. On April 5th, 2013 DODE's Board of Education passed a unanimous supporting resolution for Dream Dine' Charter School, and we have requested their technical assistance in finalizing our curriculum and instructional strategies. We also intend to utilize the Navajo Nation's assessment of Navajo language proficiency.

J.(2) Attach a copy of the **proposed** contract or evidence of the terms of the proposed agreement with the partnership or contractor as Appendix H.

K. Waivers.

K.(1) Identify the waivers as provided for in NMSA 1978 § 22-8B-5(C) that you are requesting and describe how use of this waiver will support your school's plan. For further information please see the following link: http://ped.state.nm.us/admin.personnel/waiver_requests.html.

NMSA 1978 § 22-8B-5(C) Waiver	Requested?		Description of how waiver will support school's plan.
	yes	no	
Individual class load	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Small class sizes (15 students in K, 1 st , 2 nd , 20 students in 3 rd -5 th) and a multi-aged grouping strategy (1 st and 2 nd combined, 3 rd and 4 th combined, etc.) are essential to developing language proficiency, providing individualized attention, and creating a collaborative environment for students
Teaching load	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert
Length of school day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	To support the academic and experiential programs, Dream Dine's daily schedule must provide flexibility for teachers and families.
Staffing pattern	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert
Subject areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dream Dine' integrated curriculum and dual language program requires flexibility and subject area teaching
Purchase of instructional materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert
Evaluation standards for school personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert
School principal duties	<input checked="" type="checkbox"/>	<input type="checkbox"/>	In the small charter school setting, the school principal serves multiple roles, including instructional leader/coach, educational assistant, community outreach coordinator, etc. until such time that the budget allows the hiring of staff to fill these positions
Drivers education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert

K.(2) Identify any discretionary waivers as provided for in NMSA 1978 § 22-8B-5(C) or elsewhere in the Public School Code that you are requesting and describe how use of this waiver will support your school's plan. If this is an application to a local district, you must identify all waivers you are requesting from local board policies. (If you require additional space, attach as an Appendix.)

Discretionary Waiver(s) Sought.	Description of how waiver will support school's plan.
Insert	Insert
Insert	Insert
Insert	Insert
Insert	Insert

L. Transportation and Food.

L.(1) Describe your school's plans for meeting the transportation needs of its students and plans for contracting services for transportation. (If applicable.) For further information please see the following link:

<http://ped.state.nm.us/div/fin/trans/index.html>.

Dream Dine' will provide transportation services in alignment with NM PED guidelines and requirements.

The school will utilize transportation funding following the approved budgeting formula.

Working with the local district and/or the Navajo Nation we will secure a local transportation provider to meet the needs of students and families.

We will assess where our students are coming from, and develop a viable and sustainable transportation plan.

We also expect that parents will provide transportation as needed, and that local students in the upper elementary grades may choose to walk to school.

L.(2) Describe your school's plan for meeting the food services needs of its students and any plans for contracting with approved/appropriate food services vendors. (If applicable.) What are your school's plans for providing food services to students who qualify for the Free and Reduced Lunch program?

We anticipate serving a school-wide Free and Reduced Price Lunch student population.

Dream Dine' will complete the NMPED Food and Nutrition Bureau's application to become an approved provider of school breakfast, lunches and snacks. We will seek to identify a local provider who meets state guidelines, and contract for necessary food services.

To enhance our mission of nurturing healthy youth, we plan to develop a partnership with the Americorps, making Dream Dine' Charter School a worksite for the Foodcorps program.

M. Facilities.

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M.(1), and submit it to the Public Schools Facilities Authority **no later than April 26, 2013**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at:

http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf.

M.(1) Attach documentation that the school's detailed description of the charter school's projected facility needs, including projected request for capital outlay assistance, has been approved by the director of the New Mexico Public Facilities Authority at Appendix I.

See Appendix I for NMPSFA approval letter and accompanying Master Plan/Facilities Checklist.

M.(2) Describe the efforts you have taken to identify a facility for your proposed school. (It is not required that you disclose a specific facility that is under consideration.)

Our planning team is in the process of identifying and securing land and facilities for Dream Dine' Charter School. There are several options that we are pursuing.

The local school district (Central Consolidated, #22) has a school facility that was on the verge of closing this past May. Community outcry and an unexpected influx of federal funding allowed the school to remain open for another year. It appears, though, that this school will close with at the conclusion of the 2013/2014 school year. We intend to request the use of this facility beginning in the fall of 2014. It is a fairly new building, with early childhood facilities.

Another option that we are considering is entering into an agreement with the Northern Navajo Hospital (Indian Health Services) to utilize some of their unused space to temporarily house Dream Dine' Charter School. We will also enter into similar conversations with the Shiprock branch of Dine' College, which has excess classroom space that might be utilized.

Finally, we have been meeting for the past several months with the community and local leadership of Gadii'ahi, NM. This community has withdrawn more than 200 acres from the Tribe as they seek to encourage social and economic development projects and community housing. On May 19, 2013 the community of Gadii'ahi passed an unanimous resolution of support for Dream Dine'. This is the first step at the grassroots level in securing land for the future building of a unique educational space that fully reflects the values of the local community and our mission and vision. While this part of the dream may take years to realize, the process has begun and will continue to move forward while the school is temporarily housed in one of the above mentioned locations.

M.(3) Describe your plan for funding your school's facility, including rent, maintenance, equipment, and repairs.

In light of the relationships being cultivated here in the local community, and the very reasonable cost of living on the Navajo Nation, we believe that state-issued lease reimbursement payments will fund the cost of rent, maintenance, equipment and repairs of a temporary facility.

Business Plan

A. Budgets.

A.(1) Provide a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the proposed 5-year charter term that will determine the amount of SEG funding your school will receive based on the **current** unit value, and which will be used to propose the 5-year budget plan. Attach as Appendix J.

A.(2) Provide a proposed 5-year budget plan based on the 910B5 SEG Revenue Worksheet completed based on the current unit value. The plan must align with your school's 5-year growth plan including staffing, facilities, educational program and mission. Attach as Appendix K.

A.(3) Provide a detailed narrative description of the revenue and expenditure assumptions on which the proposed 5-year budget plan is based. Present budget priorities that are consistent with, and support key parts of, the plan including your school's mission, educational program, staffing, and facility. Present realistic evidenced-based revenue and expenditures assumptions.

See Appendix J and K for completed 910B5 form, year 1 through 5 as well as 5 year budget plan.

We have designed our budget to meet the requirements of New Mexico's three tier licensure system based on projected SEG. We calculated projected SEG through use of the 910B – 5, estimating 30 students during year 1 (Kinder and 1st), 45 students during year 2 (Kinder, 1st, 2nd), 65 students in year 3 (K through 3rd), 85 students in year 4 (K through 4th), and 105 students in year 5 (K through 5th). We've budgeted salaries and benefits to be near or below 85% of SEG and we've allocated the remaining 15% on services and equipment that will best support our students. We used a similar salary schedule to the local school district as well as other New Mexico charter schools to calculate salaries and benefits. We used internet research and the recommendations of charter school leaders to estimate other costs regarding materials, supplies, equipment, transportation, utilities, maintenance, etc. Allocations from year to year are similar with some adjusted inflation in most fields to accommodate student growth.

Year One:

Our first year staffing needs will be as basic as possible – one full-time teacher per classroom (2), a full-time principal, a finance director at 0.6 FTE and a contracted diagnostician to assist with testing. We anticipate working with Indian Health Services (HIS) and other entities to provide additional special services to identified students at no additional cost to the school after the diagnostician has provided assessments of students. We allocated remaining funds to start up supplies and materials, software, classroom and office equipment, transportation services, professional development, communication, building maintenance, utilities, food service equipment and 1% to an Emergency Fund within the Operation budget.

Year Two:

We grow our staffing in year two: one full-time teacher per classroom (3), 0.5 FTE educational assistant per classroom (1.5), a full-time principal, a full-time finance director, a reading specialist at 0.4 FTE, the contracted diagnostician, a contracted custodian/groundskeeper and a contracted community liaison. We allocate the remaining funds to similar line items identified in year one, adjusting for more staff, less need for start up materials and more funding. New expenses include Advertising for new positions to be hired.

Year Three:

Staffing needs become: one full-time teacher per classroom (4), 0.5 FTE educational assistant per classroom (2), a full-time principal, a full-time financial director, a full-time reading specialist, a contracted diagnostician, a contracted information and technology specialist, a contracted

custodian/groundskeeper and a contracted community liaison. We project allocating remaining funds in a similar pattern to year two. New expenses include Fixed Assets – with the purchase of a vehicle to transport students for field trips and potentially supplement bus services.

Year Four:

Staffing needs become: one full-time teacher per classroom (5), 0.5 FTE educational assistant per classroom (2.5), a full-time principal, a full-time financial director, a full-time reading specialist, a full-time special education assistant, a contracted diagnostician, a contracted information and technology specialist, a contracted custodian/groundskeeper and a contracted community liaison. We project allocating the remaining funds in a similar pattern to year three. We do not anticipate purchasing another vehicle in year four.

Year Five:

Staffing needs become: one full-time teacher per classroom (6), one full time educational assistant within the kindergarten classroom and 0.5 FTE educational assistant per elementary classroom (3.5), a full-time principal, a full-time financial director, a full-time reading specialist, a full-time special education assistant, a contracted diagnostician, a contracted information and technology specialist, a contracted custodian/groundskeeper and a contracted community liaison. We project allocating the remaining funds in a similar pattern to year four. As we now have upper elementary students, we expect increased needs for our experiential education program. Therefore we anticipate purchasing an additional supplemental vehicle in year five.

Based on our target student population (90% being on Free and Reduced Price Lunch) and dual language academic program we anticipate additional sources of state and federal funding through Special Education, Title I, Title III, and IDEA-B. Our additional staffing priorities include:

- 1. full-time educational assistants in grades K through 2nd;*
- 2. a contracted community outreach coordinator;*
- 3. a Special Education Coordinator;*
- 4. a Reading/Literacy Specialist*

A.(4) Present viable strategies for meeting potential budget and cash-flow shortfalls, particularly for the first year of operation.

Dream Dine' has developed a budget and staffing pattern based on projected SEG. We will apply for the following federal and state funds: Special Education, Title I, Title III, and IDEA-B. Anticipated revenues from these sources will supplement the basic educational program budgeted using SEG funds. Additional federal funds will be utilized to supplement programs and staffing. In anticipation of these funds, we hope to be able to hire additional staff. Our priorities include:

- 1. full-time educational assistants in grades K through 2nd;*
- 2. a contracted community outreach coordinator;*
- 3. a Special Education Coordinator;*
- 4. a Reading/Literacy Specialist*

Dream Dine' has created a highly conservative staffing pattern that both meets the educational goals of the school while being based upon models of other successful charter schools. In the case of a budget shortfall or decrease of enrollment, Dream Dine' will assess and prioritize what staffing is necessary to meet the needs of the students. If necessary, the school would implement reduction of staff. Dream Dine' has the ability to apply for external grants and additional funding through sources such as IHS, The Kellogg Foundation and Daniels Fund, and tribal government entities. In terms of cash flow, we will align

our system to receive SEG revenue before we expend payroll and accounts payable. We've also budgeted a 1% Emergency Fund, setting aside 1% of SEG allocation to mitigate risk.

A.(5) Attach a proposed salary schedule for licensed or certified staff as Appendix L.

B. Financial Policies, Oversight, Compliance and Sustainability.

B.(1) Provide a detailed plan indicating how the charter school will manage its fiscal responsibilities that is aligned with and supports your school's educational program, staffing plan and job descriptions, and that demonstrates an understanding of your school's financial management obligations.

Internally, Dream Dine's Finance Director will oversee financial procedures and operations. The Principal and Finance Director will meet weekly to discuss any outstanding issues regarding the school accounting such as accounts payable, accounts receivable, fund balances and journal entries. The purpose of these meetings will be to ensure accuracy of bookkeeping, to control the budget and to verify funds are allocated to uphold the unique aspects of the school's mission. Additionally, these meetings will help the Principal gain intimate knowledge of the financial infrastructure, fiscal health and happenings of the school.

Externally, the Finance Committee will review financial statements such as cash flow, income statements and balance sheets, as well as the check register, bank statements and journal entries. Both the Finance Director and Principal will be present for the Finance Committee meetings. The Finance Committee will ask questions about the financial statements and general fiscal health of the school, and the Finance Manager and Principal will be responsible for providing answers to such questions. The Finance Director and Principal may also seek the advice of the Finance Committee members on various fiscal matters that may arise during the course of the school's existence – questions relating to donations, taxes, audits, etc.

After the Finance Committee has reviewed the financial statements, the Finance Director will present the documents to the Governing Board. The Governing Council will also review the financial statements, asking questions of the Finance Director, Principal and Finance Committee members (who may also serve on the Board).

The Audit Committee will convene to provide an additional layer of review and protection. These Committee members will also interface with the school auditors who may provide valuable feedback to improve internal controls and financial systems. Any recommendations made by the Audit Committee and school auditors will be enacted and enforced during the following school year.

The annual financial audit will be conducted through the Finance Committee of the Board

- 1. The independent audit firm will be selected by the PED or recommended by the Finance Committee and hired by the Governing Board*
- 2. The Principal and Finance Committee will be present for the audit conference before the audit is signed by the school*
- 3. The audit firm will have direct access to Board Members*
- 4. The Finance Committee will report to the Governing Board with recommendations and results*
- 5. The Principal is then tasked with implementing any changes recommended in the independent audit.*

Using this system, the Finance Director, Principal, Finance Committee members, Audit Committee members and Governing Board members all serve as a check and balance system for one another. Such a system will encourage accountability and strong management of fiscal responsibilities.

B.(2) Provide a description of the internal control procedures your school will utilize to safeguard assets, segregate

its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to your school's procedures.

As described in the section above, Dream Dine' will implement a multi-tiered review process to safeguard assets. The school will use a simple system to segregate its payroll and check disbursement including establishing the Principal and Governing Board Treasurer as check signatories. The Finance Director may process checks, but only the Principal and Treasurer may sign them. The Finance Committee will review and verify that the financial statements provided at each meeting tie into and validate each other.

The Principal will hire an experienced Finance Director with a deep understanding of operational efficiency, internal controls and compliance with federal and state statutes, regulations and rules. As defined in the job description, the Finance Director will spend a significant amount of time studying federal and state statutes, regulations and rules to ensure compliance. To keep updated, the Finance Director will attend conferences and trainings provided by NMPED and NMASBO. In the unusual event that the Principal, Finance Director and other school financial committee leaders find themselves in a position where they are unsure of next steps, they will reach out to their assigned NMPED budget analyst for guidance.

B.(3) Identify the plan for placing adequate personnel in place to perform financial tasks that is supported by your school's organizational structure and budget. Include job qualifications and responsibilities.

The Dream Dine' Principal and Governing Board will seek to hire a qualified Finance Director and train an effective Office Manager/Registrar. These positions, along with the Principal, will ensure an adequate number of staff to segregate duties such as payroll, cash flow, purchasing, banking and other financial reporting.

Principal Responsibilities:

The Dream Dine' Principal will hold a valid NM administrative license and serve as the instructional leader. She will supervise the teachers, educational assistants and other coordinators and staff. She will also be directly responsible for the business functions and fiscal health of the school. The day-to-day operations of the school include:

- 1. The Principal will be responsible for the hiring a qualified Finance Director.*
- 2. The Principal will be responsible for reviewing all hiring decisions as well as purchases over \$1,000.*
- 3. Initiation of disbursements if they are within the approved budget guidelines as set forth by the Board. All checks will have to be signed by the Principal and Governing Board Treasurer.*
- 4. The Principal and Finance Director will be responsible for preparing the annual budget and reviewing with the Finance Committee for their approval and recommendation to the Board.*
- 5. Monthly, the Principal will review all financial information with the Finance Committee. The Committee will approve and submit to the Board a monthly financial report including monthly income statement and budget to actual comparison.*

Finance Director Responsibilities:

To assure proper and appropriate financial controls over public funds, the Principal will hire a licensed business official in accordance with 6.63.12 NMAC. A qualified individual should have a bachelor's degree in business administration or accounting, with 20+ hours in accounting and/or business. The Finance Director is expected to demonstrate professional excellence and adhere to standards of quality at all times.

- 1. Under the general direction of the Principal, the Finance Director oversees all operations in connection with financial matters, including accounts receivable, accounts payable, payroll, purchasing and auditing.*

2. The Finance Director will also train and supervise any business office staff.
3. The Finance Director develops and implements all internal control procedures and policies to ensure that the school's financial system is accurate, efficient, and aligned with all state and federal laws and regulations.
4. The Finance Director will be responsible for receiving all invoices and preparing the check and forwarding onto the Principal for signing.
5. The Finance Director will be responsible for reviewing and submitting monthly accounting reports to the Finance Committee for their review and submission to the Board.
6. The Finance Director will review payroll registers and prepare a direct deposit schedule and manual paychecks on a bi-weekly basis for Dream Dine' employees. Payroll reports and manual checks will be forward to the Principal for signature.
7. Each month the Finance Director will prepare and present the following for the Principal:
 - a. The bank statement and cancelled checks.
 - b. The investment statements.
 - c. Bank reconciliation statements.
 - d. Statement of income and expenses for the month.
 - e. A detailed payroll ledger for the month.
8. The Principal may direct other related duties.

Office Manager (volunteer position) -The responsibilities of the Office Manager are to assist with the functions of the business office, assist in efforts to comply with all applicable state and federal statutes and regulations. The Office Manager is directly responsible to the Finance Director and has the following specific responsibilities:

1. Purchasing & Accounts Payable - Receives purchase requisitions and prepares purchase orders for approval. Receives invoices from vendors and enters them into the Accounts Payable system. Documents the receipt deliveries and service/maintenance calls.
2. Banking and Cash Receipts – Assists Finance Director in preparing reconciliation reports for approval. Prepares cash receipts for approval, and makes bank deposits as needed.
3. Food Service Administration – Monthly reconciliation of student lunch accounts. Preparation of monthly USDA reimbursement reports for approval.
4. Budget – Enters Budget Adjustment Requests (BARs) into the school's budget system and prepares BARs for Governing Board approval.
5. Internal Controls – Maintains adequate segregation of duties for cash handling, purchasing, payments, banking, and payroll.
6. Payroll – Prepares payroll registers for approval. Enters payroll deductions and employee leave in the school's payroll system. Prepares payroll vouchers for staff and payroll vendors including NMPSIA, ERB, NMRHCA, IRS, NM Taxation and Revenue, NM Dept. of Workforce Solutions

Processes:

The Finance Director will create a request for checks, supported by an invoice or statement, to be processed by the Office Manager. The Finance Director will cut the check and forward it to the Principal and Governing Board Treasurer for review and signature. Monthly, the unopened investment statements will be forwarded to the Office Manager. The Office Manager will open mail, stamping received date and distributing mail to the appropriate staff member.

Procurement –

The Finance Director also acts as Dream Dine's procurement officer. This position will ensure that all procurement laws and regulations are adhered to in accordance with NMSA, NMAC, GSA, and EDGAR.

B.(4) Provide a description of how the governing body will provide the proper legal fiscal oversight to ensure compliance and financial stability. Demonstrate a commitment to maintaining the financial viability of your school.

The Dream Dine' Governing Board and leadership will strategically recruit lawyers, business people and financial professionals to serve on the school's Governing Board. As a team of professionals, the Governing Council will outline and document how it plans to provide the proper legal and fiscal oversight to ensure compliance and financial stability. Governing Board members may conduct research or draw from past experience to specifically outline how they will provide oversight and govern. The Finance Committee will consult on how to maintain the financial viability of the school using budget projections, budget-to-actual analyses, maintaining an appropriate balance in an emergency fund and implement other budgeting tools that they identify. During regular Board meetings, members will review various financial reports including cash flow, income statements and balance sheets, as well as the check register, bank statements and journal entries.

Members of the Governing Board will demonstrate their personal commitment to maintaining the financial viability of the school by providing resources such as in-kind services, connections to peers who may volunteer with or donate to the school and monetary donations. The Principal will play a leading role in inviting community members to engage with the school, volunteer, funding opportunities and in-kind services.

Work to support the financial viability of the school has already begun. Upon approval of this charter, Dream Dine' will pursue leads for private funding sources. We have begun conversations with private funders such as the Kellogg Foundation and Partners New Mexico. We are also considering applying for a Pre-K program through the state's competitive grant program. Dream Dine' dual language program will be strengthened through a stronger early childhood education program.

Additionally, the current budget is based solely on SEG. Any additional funding from Title I, Title III, IDEA-B and other sources will enable the school to provide more services to students, hire more staff/contractors and/or provide more learning materials. The budget does not list rent expenses as we anticipate those will be covered by PSCOC. We will also negotiate with the local district to provide student transportation.

B.(5) Describe your school's strategic vision (long-range planning) for the sustainability of your school. Discuss the plans for addressing enrollment that does not meet the projections stated in your application.

We will continue to conservatively calculate staffing salaries and benefits around 85% of SEG. Through each of the school's first five years we will continue to receive increased SEG funding based on the growth calculation. We anticipate continued growth through the first 8 years, although we will create a sustainable staffing plan in year 7 that reflects the future reality once the growth calculation is not longer factored into the budget.

Based upon students' IED, we will use IDEA-B funding to hire the appropriate contract services to meet the individual needs of special education students such as: ancillary services (speech and language pathologist, occupational therapists, etc.), evaluations, etc.

Evidence of Support

A. Describe the type of outreach to be conducted to make students and families aware of the proposed charter school and give evidence of the support you received in response.

To date the Dream Dine' Planning Team has received input from close to 100 community members in the Shiprock area. This data gathering process was conducted in a variety of settings using various methodologies.

For more than 2 years we have been conducting one-on-one interviews, small group dialogues, questionnaires, and larger talking circles. We have met with professional educators and administrators, parents, grandparents and elders, and youth who are active in our local community. We have attended local Chapter meetings and presented to the Department of Dine' Education, receiving formal resolutions of support for the proposed school.

We have utilized each of these opportunities to better understand some of the common values, aspirations and goals for children in the Shiprock area, to hear the educational stories and experiences of the local community, to assess the local capacity and political will to design an innovative approach to education, to identify community leaders, and to determine opportunities for collaboration with other grassroots organizations.

These formal and informal conversations have also provided Dream Dine' an opportunity to share our work and build awareness of this effort with families that might ultimately enroll their children in the school. The overwhelming response has been excited support, and we believe that ongoing outreach will continue to grow this support while simultaneously building a student body.

B. Provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate to demonstrate that the interested students meet the demographics of the students you are hoping to serve by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender or type of current school (home, private, public), or other pertinent data.

For the past 2 years the Dream Dine' planning team has been meeting with community members in the Shiprock area. These one-on-one interviews, small group conversations and larger talking circles have provided our team insight into the goals, values, aspirations and dreams of our community. While the purpose of these dialogues has not explicitly been to build a student body, many people we have met with have expressed interest in enrolling their children, grandchildren, nieces, nephews, brothers and sisters in Dream Dine'. We have plans to continue these community input gathering sessions throughout the planning year.

Section H.(1) explains Dream Dine's recruitment strategies to further build community awareness and a student body.

C. Explain the founder(s)' ties to and knowledge of the community your school is intended to serve.

The Dream Dine' planning team is made up almost entirely of members of the local community.

Roselyn and Lula Begay are originally from the Shiprock area and were raised in a Navajo-speaking home. They have each been in education on the Navajo Nation for more than 30 years, as teachers, Navajo language and culture coaches and administrators. As grandmothers and community members, and through their work they have developed tremendous insight into the values and aspirations of the community, and the challenges that face students across the Navajo Nation.

Rose Fasthorse Nofchissey is also a career educator, born and raised in the Shiprock area. She too has been a classroom teacher, Navajo language and culture coach, school administrator, and a coordinator for the bi-lingual program at Central Consolidated School District. Rose is also a mother and grandmother and has been intimately involved in language and culture revitalization efforts in the Shiprock area.

Michael Thompson was an English/Language Arts teacher and department chairman at Bloomfield High School (Bloomfield is an adjacent community to Shiprock) for more than 20 years. He is currently teaching Native American Studies and English courses at San Juan College in Farmington, NM. He and his wife have close ties to the Shiprock area as they friends and family in the community and participate in cultural and educational activities here. He has also worked on the development and implementation of the Common Core standards and is a long-time member of the Bisti Writing Project.

Celeste Yazzie is from Gallup, NM and currently works in Shiprock as an elementary classroom teacher, as well as an elementary basketball and track coach. She serves as one of the Advisors for the Northern Dine' Youth Committee here in Shiprock and is very involved with youth and community activities.

Gavin Sosa was a middle school language arts teacher on the Navajo Nation for 6 years. For the past two years he has worked at the Shiprock branch of Dine' College as the Head Cross Country and Track Coach. He is also an Advisor for the Northern Dine' Youth Committee and is actively involved in numerous community events and activities.

Telletha Valenski lives in Kirtland, NM (adjacent to Shiprock) and has been working with schools and students in and around the Shiprock area for the past 13 years as an alternative health specialist.

Terri Deale is originally from the small community of Gadii'ahi, NM (a community just a few miles to the west of Shiprock). She attended school in Shiprock and currently lives in the community, works on her family's farm, and is a member of the Northern Dine' Youth Committee.

D. Explain any partnerships, networking relationships, or any resources or agreements that are planned with these persons or entities.

Over the past several years the Dream Dine' planning team has been cultivating relationships within the local communities. We expect the continue developing informal partnerships with many grassroots organizations, including:

The Northern Dine' Youth Committee (NDYC)--a grassroots organization of youth from the Shiprock area who are dedicated to improving their communities through service projects such as community clean-ups and wood hauling for elders, outdoor activities such as nature hikes, camping trips and community gardening, and local activism such as hosting candidate forums for local elections. We believe that NDYC members can act as young mentors for our students and help facilitate some of our experiential education programs.

Restoring and Celebrating Family Wellness (RCFW)--a grassroots organization that hosts free culture-based family events once a month at local chapter houses as well as two youth conferences each year. Their goal is to revitalize family health through traditional Dine' teachings, and we believe they can help us to engage and empower families to become active in our educational community.

We also believe that there are opportunities to work with the Shiprock Boys and Girls Club, the Farmington Public Library, Dine' College, and the IHS hospital here in Shiprock. We also intend to

collaborate and potentially contract with the National Indian Youth Leadership Project (NIYLP) to provide outdoor educational experiences during seasonal breaks in the schedule.

E. Comparing your educational program with those of other public schools in the geographic area where you are seeking to locate, demonstrate the uniqueness, innovation, and significant contribution of your proposed school and why it is a needed option for the students served by the existing school(s).

The public schools serving Shiprock-area students have not met the needs of students nor the aspirations of parents and families. Dream Dine's process of engaging the local community, and the resulting mission, goals, curriculum and expectation are dramatically different than anything the local schools currently provide. The following are just some of the features/challenges that we see in the local public schools:

Scripted programs in reading and math, usually decontextualized from the local community;

Typically only 30 minutes a day of Navajo language instruction, and this often does not include cultural teachings so central to truly understanding the language;

Most elementary schools spend so many hours teaching reading and math that they are only able to allocate an hour a day to either Science or History instruction. At some schools teachers are asked to choose between teaching only one of these two subjects during the allotted instructional time;

Limited physical activity--typically around 30 minutes a day;

Very few local schools ever get their students out of the classroom and into the local community to learn from their environment, in spite of the countless resources surrounding them--such as the geological features of Shiprock itself, Hogback and Table Mesa, one of the few (and largest) waterways in the Southwest--the San Juan River, local farmland, or the local flora and fauna.

As cited in G.(2), the public elementary schools serving Shiprock-area students have struggled to reach the 40% proficiency mark in either Reading or Math, and their ability to meet the needs of English Language Learners has proven to be even less effective. We believe that a major cause of these shortcomings have been the decision to implement a curricular approach that is not grounded in the values, aspirations, history and resources of the local community.

Dream Dine' seeks to utilize the strengths of the community to educate our children. These strengths include the language, culture and history, the natural environment, and the people. When one considers the ever-growing body of research that clearly supports the positive impact of culturally relevant models of education within indigenous communities, it is sad to admit that Dream Dine's educational model is innovative. Unfortunately, public schools on the Navajo Nation and in the local district have a monolithic view of education--they have neither sought to understand the values and aspirations of families, nor do they effectively utilize the abundant strengths of the local communities.

F. **Optional.** Provide letters of support from community leaders, business people or elected officials. (If additional space is needed, submit a separate document as a supplement to the Appendices.)

Appendices and Attachments

Appendix Number	Appendix Description (* indicates required appendix)	Attached (Check if Yes)
A	*Course Scope and Sequence	<input type="checkbox"/>
B	Governing Documents	<input type="checkbox"/>
C	*Head Administrator job description	<input type="checkbox"/>

D	*Job Descriptions (of licensed and certified staff)	<input type="checkbox"/>
E	Governing Body Personnel Policies	<input type="checkbox"/>
F	*Student Discipline Policy	<input type="checkbox"/>
G	*Conflict of Interest Policy/Disclosure Statement	<input type="checkbox"/>
H	Proposed contract or agreement with partner or contractor (Required if you have one)	<input type="checkbox"/>
I	*PSFA-approved projected facility plan documentation	<input type="checkbox"/>
J	*910B5 SEG Computation Revenue Estimate	<input type="checkbox"/>
K	*5-year budget plan	<input type="checkbox"/>
L	*Proposed salary schedule for licensed staff	<input type="checkbox"/>
Waivers	Other Waivers	<input type="checkbox"/>
Founders	Names and descriptions of qualifications/experience	<input type="checkbox"/>