

ᑭᑭᑭᑭᑭᑭ ᑭᑭᑭᑭᑭᑭ ᑭᑭ ᑭᑭᑭᑭᑭᑭ ᑭᑭᑭᑭᑭᑭ

*gawonihisdi didelogwasdi ahv
digugotanidasdi kvnigesv igvnedi*

Report on Language Education Self Governance;

Authorization to withdraw Language Immersion School
from State of Oklahoma



Table of Contents

Abstract	Pg. 3
Cherokee Language Department Recommendation	Pg. 4
Cherokee Language Department Additional Concerns	Pg. 9
Appendix Documents	
A-Teacher Certification Process	Pg. 14
B-Cultural Curriculum Approach	Pg. 20
C-Accreditation	Pg. 26
D-Board of Directors	Pg. 37
E-History of Cherokee Immersion Charter School	Pg. 39
F-Cherokee Immersion Charter School Data	Pg. 40
G-Cherokee Immersion Assessments	Pg. 42
H-Highlights from Oklahoma Charter School Act Data	Pg. 58

Abstract

Our elders gave us our teachings and taught us we have a sacred relationship with the divine Creator/God and a sacred obligation to maintain our ways of life, and language. We must use everything in our power including education to maintain the covenant we have inherited. With this as a foundation and with further supporting evidence we have come to the conclusion that it is best for the Cherokee language to drop the Oklahoma state charter.

Accreditation will be the primary challenge to address in dropping the charter, however it can be argued that the Cherokee Nation in negotiation with the Federal Government can do a better job than the state by providing all aspects that are deemed necessary as previously supplied by the charter. Many accreditation items that will need to be addressed by the removal of the charter will be satisfied by the Cherokee Nation's own governmental functions. Accreditation Teacher certification, academic rigor, and curriculum support will be provided by Cherokee Nation's Language Department, Service programs, and internal agencies. Primarily accountability will be provided by the Cherokee Nation with Tribal Educational Agency status provided in cooperation with the Federal Government. As a part of a commitment to accountability, an external board of Indigenous language visionaries and leaders will be provided for an independent level of oversight. Ultimately, there are 29 Oklahoma State Department of Accreditation items within the charter that should be eliminated as the charter is exited. 48 additional items should be repurposed or corrected to meet the specific needs of our Cherokee Language Immersion School System.

Cherokee Language Department Recommendation

Our elders have said, *DhSSGʻY anigaduhwagi* (the original name for the Cherokee people) became a distinct people long ago. There were four original clans. Which eventually became corrupted through conflict and left the island they originated. All but the brown clan were washed away. In time the brown clan split itself up and even the brown clan became corrupted through conflict and were told to leave by *ᎠᎵᎠᎵᎠᎵ unetlanvhi* (The Provider of All Things, God) from turtle island. A few segments of that brown clan stayed behind as others left. After a period, those segments of the brown clan became corrupt as well, only this time *ᎠᎵᎠᎵᎠᎵ unetlanvhi* separated the *DhSSGʻY anigaduhwagi* from the rest of the brown clan. We were told to leave the island with a list of items that were paramount for the continued existence of being Cherokee. *DhSSGʻY anigaduhwagi* are a people that have an individual covenant with the creator. Our sovereignty as a Nation and People is intertwined with this obligation. Sovereignty can mean a lot of things from the ability to manage our own lands, raise our own children, and self-govern as well as many other significant powers and responsibilities, but all of this hinges on the sovereign right to maintain our identity, the sovereign right to educate our own children. If a people are not over their children's education, then they are not over their own philosophies, beliefs, and the language they speak - the vehicle for our highest ideals and moral righteousness. Without the Cherokee language being reintroduced to our people we will be a people that will always remain in mental bondage, because our young will be bound in mind and tongue by the teachings of those other than our own.

In the past we have been in physical and mental bondage but have always been able to remain as *SSGʻY gaduhwagi* because our spirits remain Cherokee through our original ways of being. When those ways were threatened of being lost, we would always gather, began to *ᎠᎵᎠᎵᎠᎵ disosisodi* (to deliberate/to make things good), and doing so were able to regulate ourselves. We always renewed ourselves as *DhSSGʻY anigaduhwagi*.

The Immersion school currently exists through a state charter and is accredited through that partnership. Remaining under a charter contract would eliminate the need to seek other accreditation systems and ensure standard practices for health and safety normally covered in accreditation are in place. Accreditation, by definition, acknowledges a particular status or evaluates qualifications to perform certain activities. The definition implies that the accrediting body would serve as an authority, or expert, in the area being examined for accreditation status. It is clear that the Oklahoma State Department of Education (OKSDE) is not qualified to evaluate the effectiveness of the teaching of Cherokee language in our immersion schools. It is also clear that in order to maintain our charter school status and remain in good standing with OKSDE, we must subject our students to mandates that promote the English language while undeniably impeding our ability to teach the Cherokee language and countermining our foundational goal. 77-line items are included in the 2023-2024 Oklahoma State Department of Accreditation Charter School Checklist. There are no items promoting the learning of Indigenous languages. However, several policies designed to promote learning the English language are included. Maintaining our current charter school accreditation status with OKSDE does not promote the growth and revitalization of the Cherokee language and culture. While charter school accreditation is not beneficial to the Cherokee language, it does institute a thorough system of accountability, monitoring, and standards-based academic programming. With this understanding the administrative team from the Department of Cherokee Language must evaluate the accreditation process established by the state of Oklahoma.

Voluntarily relinquishing charter status will require Cherokee Nation to develop a new form of governance for the school. While considering this, it is important to point out these fundamental truths: As Cherokee people we are accountable to our language and our children. Monitorship only reports on quality; it does not guarantee it. Academic rigor is useless in an immersion setting if it prevents one from examining the living qualities, principles, and values of our language. Departure from the existing state charter poses a few challenges one must consider. Searching avenues for a different accreditation system could be time consuming for personnel and costly to the overall budget. Without the existing accreditation system in place, an accreditation checklist for compliance will need to be established. This would require partnership with Cherokee Nation Evaluation and Compliance department create a checklist and plan for on-site review of compliance. Additionally, commitments from other Cherokee Nation departments to ensure compliance with health and safety, risk management, human services, human resources and financial resources. Finally, the process to become a stand-alone Tribal Education Agency (TEA) seems to be a lengthy one. For example, the Navajo Nation has been trying for eight years to achieve this status.

Accountability as it is demonstrated through the OKSDE accreditation process consists of school law and finance policies as defined by the Oklahoma State School Board, Oklahoma State Legislature legislative mandates (including 3 which promote English-only learning environments), and several human resource policies that overlap with Cherokee Nation Human Resources. In all there are 29 accreditation checklist line items regulated only by OKSDE that would be obsolete if the Cherokee Immersion School exits the charter. Cherokee Nation would have to examine options for repurposing the need for insurance bonds for some members of the school administrative team, which has been overseen by the Cherokee Nation Attorney General's Office, Treasurer, and Education Department. One other necessity addressed solely by OKSDE is an explanation of the academic curriculum adopted by the school board. In the absence of a charter agreement the task of maintaining a rigorous school curriculum would be addressed by the administrative team from the Department of Cherokee Language.

OKSDE currently monitors 33 accreditation line items which are necessary to ensure a safe learning environment and promote the health and wellbeing of the Immersion School students and staff. These items include oversight measures for facilities, buses, equipment, staff, and students. They also address seven federal policy mandates regarding Title IX, Individuals with Disabilities Education Act (IDEA), Child Nutrition, and the Family Educational Rights and Privacy Act of 1974 (FERPA) and other title programs as well as a policy on Tribal Regalia. Even though OKSDE monitors these policies through accreditation requirements it is important to note they do not contribute to their development or implementation. Implementation procedures are established by school administration in collaboration with a number of Cherokee Nation entities including the Marshal Service, EMS, Public Health, Human Resources, Indian Child Welfare, Risk Management, Facilities, The Department of Cherokee Language, Cherokee Nation Tribal Council and the Office of the Principal Chief of the Cherokee Nation.

Academic rigor is addressed through the charter accreditation process by requiring schools to enroll students in at least "6 periods of rigorous instruction" throughout the school day, as stated in item 11 on the elementary school site checklist. Those six periods usually consist of language arts, reading, social studies, physical education, mathematics, and science as established in the Oklahoma Academic Standards. These courses are presented during stand-alone periods for each subject area and are graded independently. The expectation is that each grade level will teach academic content intended to prepare students for subsequent grade levels in an attempt to scaffold students from one grade to another until they ultimately reach

graduation. This academic model follows a linear plane through progress checkpoints where students are graded daily, weekly, and quarterly in each subject area, eventually resulting in a semester grade. Besides monitoring academic standards and content, the final seven-line items on the accreditation checklist addresses teacher and staff credentialing, student admittance, parents rights and identifying students who excel or must work through disabilities. On the contrary, learning Cherokee in an immersion setting is best accomplished through a spatial approach where the language itself guides the curriculum and standards. Rather than presenting content in stand-alone subject areas, a cultural calendar would support a cross-curricular approach using seasonal tasks, ceremonies, cultural events, history, and aspirations of future progress to teach core subject areas. Teacher and staff credentialing, student evaluation and admittance, as well as family expectations would be measured through a commitment to the Cherokee language.

While it is clear that exiting the charter with OKSDE would release the Cherokee Immersion School from some charter school policies and mandates, it does not excuse us from being accountable, or responsible, to our children and their families. We should not dismiss standards. Standards guide us as we continue to refine the Cherokee language teaching process. However, it is necessary to eliminate policies, standards, and mandates that harm the Cherokee language. In summary, there are 29 Oklahoma State Department of Accreditation items that should be eliminated. The 48 additional items should be re-purposed and embraced as guiding principles in maintaining a high performing educational environment.

When the state partners with the tribe and sponsors the school as an Indigenous language immersion school, the state dictates academic content to the sponsor through accreditation requirements. This requires guaranteed Cherokee focused language learning environment where students learn Cherokee during formative years, where otherwise is usually set aside for English instruction. If we do not insist on a high level of Cherokee proficiency at this point, the students will not have the linguistic ability to understand abstract academic content, and they will not be intellectually capable of academic success in the target language. The academic skills we expect to transfer to English cannot be developed. We then take Cherokee away in middle school to prepare students for an English language medium high school effectively producing a student who is both a mediocre Cherokee student and a mediocre English student who doesn't have a grasp of their own identity and is destined to struggle in high school, and potentially for the rest of their academic career.

Cherokee Language Committee and Cherokee Language Board members created a Cherokee Language Teacher certification process and criteria standards. The Cherokee Language Department uses these standards to evaluate and certify Cherokee Nation's Language teachers; certification is classified by Language learners' proficiency levels and targets mastery of Cherokee medium teaching methodology and techniques. This targeted approach to teacher certification focuses on language acquisition and pushes the designated outcome for growth in language proficiency and literacy in Cherokee language speakers, teachers, employees, and leaders. The Cherokee Language Department's Teacher certification criteria reflect the curriculum goals of Cherokee language acquisition.

Certification is now language acquisition focused for content or subject areas in the Cherokee language medium with allowances for language enrichment. As such, certified Cherokee Language Teachers demonstrate language proficiency and professional competencies

grounded in culturally supportive Cherokee values, seven (7) Cherokee Language Department Teacher Certification Process behaviors, and beliefs. Pay scale and standards for teachers should be considered prior to leaving the charter agreement. Currently, the school follows OSDE's pay scale plus an additional \$3,000. This practice will continue whether the school is under the state charter or not.

Evaluation of teacher credentials needs to be strongly assessed. Teacher effectiveness should also be evaluated. Intensive professional development in classroom management, student trauma, and learning styles should be focused on for classroom teachers that have not had a formal education in teaching. For those teachers who are not as versed in Cherokee lifeways, cultural pathway trainings would need to be created to provide equally intensive learning opportunities for these teachers. Instructional methods and classroom management will need consideration to allow students to meet their greatest potential. This should include the number of students per grade, classroom set up per grade level or combined grade levels, and instructional methods and materials being utilized to meet the goals of each student. Cherokee lifeways and outdoor activities into public school curriculum can be incorporated to ensure student success in and out of the Immersion school.

We recommend that the Cherokee Language Department begin its self-certification process while working with the Department of Education to become a Tribal Education Agency (TEA). The Cherokee Language Department believes that the self-certification should be intact and operated concurrently and state charter should be dropped no later than the summer of 2026, in which should become the exclusive certification of the Immersion Schools of the Cherokee Nation. It is undoubtedly in the best interest of our people and our Language to drop the Oklahoma State Charter for the ᏍᏏᏉᏍᏏᏉᏍᏏ *tsalagi tsudeloquasdi* (The Cherokee Immersion School System). For us to have educational sovereignty over our children, this will allow us to renew and reinvent ourselves, we will deliberate in our language with our original ways as our elders have always done.

The addition of a middle school to the Immersion School campus will require all of the above considerations, as well as those unique to the middle-grade level. Extra personnel will need to be hired to support the expanded student body and include certified teachers, teacher assistants, administrator, office staff, security, nurse, food service, etc. Funding to cover these expenses in particular will need to be determined as leaving the charter agreement will result in a loss of state and federal school funding.

Upon completion of eighth grade at Immersion, students must seek alternatives to education. Sequoyah High School is the most common next level for furthering education, although some seek other avenues for their continued educational plans. The goals established for individual students are part of student preparation to the next level. These are based in part on results of testing, overall student progress and cultural/family environments. Through the charter, the educational team at Immersion is able to provide guidance to help foster an effective plan for student transition. Consideration should be given to available secondary education options for students should the charter be dropped. The most suitable option would be to explore the creation of either a Cherokee Immersion track that operates under some agreement with Sequoyah High School or a stand-alone Cherokee Immersion High School.

The recommendation from Cherokee Nation Education Services would be non-renewal of the charter at its expiration on June 30, 2026. This recommendation assumes Cherokee Immersion Charter School administration has agreed on a new accreditation process,

established a curriculum at each grade level that ensures a student's successful transition to the next grade level, produced methods for evaluation of curriculum and staff, created new student assessments considering curriculum, and identified revenue to off-set loss of federal and state funding. Another consideration that needs attention prior to leaving the charter is student testing. In the absence of state testing, it is imperative progress can be tracked individually and collectively. These items are not the total considerations needed to ensure a successful transition from the state charter system to a system established by Cherokee Immersion Charter School. However, Cherokee Nation Education Services is confident the goals set within can be achieved by the expiration of the current charter.

Cherokee Language Department Additional Concerns

English Intrusion

Undoing the highly effective federal policies that were intentionally designed to undermine indigenous cultures by destroying our languages and worldviews requires a multi-faceted approach aimed at revitalization. Such lines of effort have in the past focused on documentation, preservation, academics, linguistics, immersion programs and schools, and many others, both synchronous and asynchronous in nature. The flagship initiative in true Cherokee language revitalization began over two decades ago with ᎠᎩᏍᎩᎠᎵ the Cherokee Immersion school and it is now growing in efficacy on a daily basis with increased attention to linguistic and cultural competency, reinforcing our teaching resources, staffing skills, and strengthening the rigor and discipline of our programming and expectations. The school is both a focus for foundational priority outcomes, and a means to achieving success in all other Cherokee language endeavors. The need to increase the self-accountability and efficacy of the school is a top priority of the Cherokee Language Department. Overall revitalization and strengthening of the Cherokee language is the heart of Cherokee Nation's Language Department's efforts to expand its strategies in ways that will support the successes we have already achieved.

Studies have shown that one such line of effort aimed at bolstering generational bilingualism in the home has proven a highly effective catalyst in proliferating and thereby sustaining other efforts beyond the classroom (Lourdes, 2019). Although our efforts in the Cherokee Nation address this to a growing degree, we require continued focus on the Cherokee language within the school itself. English is a predator language, a language of cultural hegemony, and as soon as we create new speakers, they are released into the wild as children and adults without the stabilizing effects of in-home Cherokee language use and without a strong language focus as the foundation of our learning precedes in the school, our learners tend to gradually lose what they have learned. Only by achieving the highest levels of proficiency and ensuring consistent usage of the language can we ensure that our learners gain the cognitive and academic benefits of mastering the Cherokee language. These skills and multiple intelligences do carry over to all intellectual and academic endeavors including English medium educational processes.

Looking at the problem ecologically and from a stage-based population analysis perspective, native speakers of Cherokee are an endangered species surrounded by a dominant language quickly supplanting them. By way of analogy, for decades, environmentalists endeavored to bring back loggerhead turtle populations by hatching and releasing baby turtles by the tens of thousands into the oceans along the eastern seaboard. However, surprisingly, those populations not only did not improve, they declined even faster. After conducting their own stage-based population analysis, Heppell et al discovered that releasing turtles into the environment without the ability to sustain themselves against predation only served to increase predator populations making the problem even worse (2002). The analysis led to the strategy of raising turtles to an age cohort that can better withstand predation and environmental pressures resulting in a dramatic improvement in species revitalization outcomes far beyond creating new turtles alone could accomplish. Using the analogy against the problem of language revitalization considering the structural benefits of pervading generational bilingualism in the school, the comparison is clear and an undeniable strength we must continue to improve. One through focus on Cherokee communicative competency can we achieve this howl. Given limited time and resources, we

know the focus on Cherokee language advancement will increase not only the overall success of our learners in maintaining their Cherokee identity, advancing their communicative competency in Cherokee, and acquiring academic and intellectual skills, and transferring those skills into every aspect of their lives, it will give them the tools they need to be successful in any endeavor. Not despite their Cherokee language speaking abilities but because of them.

Auer, P., & Wei, L. (2007). Early bilingual and multilingual acquisition. In J. Paradis, *Handbook of Multilingualism and Multilingual Communication* (pp. 15-44). Berlin: De Gruyter Mouton.

Heppell, S. S., Snover, M. L., & Crowder, L. B. (2002). Sea Turtle Population Ecology. In P. L. Lutz, J. A. Musick, & J. Wyneken, *The Biology of Sea Turtles*, vol II, 2 (pp. 275-99). CRC Press.

Lourdes, O. (2019). The Study of Heritage Language Development From a Bilingualism and Social Justice Perspective. *Language Learning: A Journal of Research and Language Studies* 70(1), 15-53.

Increasing Cherokee Instruction

Over the last year, recent assessments conducted at the Cherokee Language Immersion School (tsundehlquasdi) have shown that students were missing vocabulary in the same domains. The administration and curriculum team at ᏚᎦᏅᏍᏩᏁᏍᏔᏅ tsundehlquasdi realized that even though the students were advancing in academic studies and increasing their Cherokee language proficiency in the school, the learners had language gaps showing that they were not acquiring the language in setting for domains outside tsundehloquasdi. They were effectively only getting Cherokee language exposure while they were in the immersion school, and that very little language was being offered in the home. This means that we must not only implement support language programming for learners outside of the school, but we must strengthen the communicative competency of our learners while we have them under our roof in the language center at our school.

It is certain that if there were more language learning opportunities in the home setting and if parents of tsundehlquasdi students had a higher level of language proficiency to converse with their children, then students would have a larger base of vocabulary, and the lexical choices they would select would show much greater variation. However, historically we have only focused on the school as a learning environment and with limited focus on Cherokee language competency. We provided the equivalent of an English education in the Cherokee language. The reason this has fallen short is that through limiting our focus on only academic subject areas and only those language lexical found in mainstream classrooms we have not fully developed the proficiency of our students. We are implementing cultural curriculum to expand the real world, applied vocabulary at the school, and changing the learning environment to be more conversational (two way) and less instructional (one way), while engaging the learners and encouraging to engage one another in Cherokee language conversations. Through the natural diversity found between different Cherokee homes, families, and domains they choose to engage with, the lexical choices being used in a daily basis outside of school would naturally develop their own diversity and that diversity would be reflected in the students' communicative Cherokee vocabulary. The current lack of lexical diversity among tsundehlquasdi students broadcasts a limited access to language learning opportunities outside of the school, and a need to refocus our Cherokee school around Cherokee language communicative competency.

Over the last five years, ᎠᏅᏍᎩᎠᏍᎩ tsundehlquasdi has implemented a strategic process to focus on Cherokee language communicative competency. Previous iterations have been divided in focus. The desire for quality bilingual education diverted our interests from a Cherokee language focused approach to education. In an effort to appease the charter we have created two opposing goals. It is indeed possible to learn multiple languages simultaneously, however with the only salient opportunity to learn Cherokee in tsundehlquasdi, our children are not able to access and acquire conversational Cherokee language at the same rate that they do English. They live in an English world, with English using parents, families, and communities. Media alone accounts for an extremely high rate of English dominance. Although there are strategies being enacted to oppose this influence through robust language initiatives and programming, currently our Cherokee learners have limited opportunities to use Cherokee and acquire the language outside of school. The fear of English academic failure and a contrary division of focus between English proficiency and Cherokee proficiency has divided the efforts and momentum of the school for too long. Subservient accommodations to the state charter has put the immersion school at odds with ourselves by pushing two opposing goals. If tsundehlquasdi is the only place to build a Cherokee speaker, we must be certain to put all of our skills, energy, and goals towards that objective. The difficulties tsundehlquasdi has had with testing has been a symptom of this internal dissonance and exemplifies the results of this conflict.

Achievement Testing

State testing is currently in place at the Immersion School as required through the charter agreement. Testing provides benchmarks which allow for tracking student progress. Allowances and accommodations are made for specifics such as students with special needs and for cultural components. Progress can be tracked individually and collectively. Once benchmarks are established, goals are set to enhance student achievement. These benchmarks allow for student preparation into transition planning. Benchmarks will still need to be in place regardless of charter standing. It is therefore recommended that pre- and post-tests and language proficiency standards are created to determine language and grade levels. Evaluation methods should be utilized to assess student progress for the next level of educational program to include assessing curriculum from one level of educational program to the next.

At the Immersion School or tsundehlquasdi the target language is Cherokee, and the medium of educational communication is also Cherokee. In the past some English was used for academic efforts, but Cherokee literacy has always been the primary source of academic delivery. Academic and intellectual skills transfer from a person's target language to their home language with ease, however given that a few of the primary goals of the immersion school are Cherokee language literacy and academic competency, English literacy was introduced at higher grade levels. The state tests are in English, a language the students can speak well but have had little to no formal educational instruction about or with in tsundehlquasdi. The students do not read or write in English. When English tests are administered the few learners with private English tutoring or at the very highest levels do have some English literacy competency but the overwhelming majority of ᎠᏅᏍᎩᎠᏍᎩ students are unable to process the English language to demonstrate any academic skills as required. This divides the school in all coherent function. The opposing goals of instruction and testing are at the heart of these testing events, and they most likely affect the overall educational experiences of the learners and their families alike. Standardized testing is valuable when you test for competencies that the students are able to understand and communicate. Testing them in a language they are not literate in is counterproductive. The mandates of the state charter require compliance to English standardized testing and thus must stop.

We have been making preparations for multiple opportunities to replace English Standardized testing. Through the implementation of Cultural curriculum, academic content will be cross referenced to be contextualized through both narrative traditional Cherokee stories, and cultural activities orchestrated to a yearly seasonal calendar based on traditional Cherokee holidays. Group projects, team presentations, active formative and summative assessments based on graduated instruction. In lieu of English standardized testing a learning portfolio will be used as an alternative for formalized English instruction. Each student will have an individualized portfolio compiled in Cherokee and English to document and assess their Cherokee language proficiency, funds of knowledge cultural resources in the family, and their knowledge in the core academic content areas. Assessment of Cherokee Language competency through oral interviews and linguistic assessment will be a priority. We will be able to accurately describe, predict and assess the development of Cherokee language competency and academic skill at each grade level. As a part of this plan, Curriculum will be developed for families and parents of immersion students to ensure that the learning process happens at home in conjunction with the classroom. The parents will have access to complimentary material, in the Cherokee language, that their children are concurrently learning at their grade level, culturally, academically, and conversationally. In addition, the tsundehlquasdi has implemented formative and summative oral proficiency assessments over the past year and a half and is working on content based written standardized testing in the Cherokee language medium.

When the proficiency of our target language Cherokee is the primary focus of instruction and assessment, the review of academic competencies will be accurate. Further, increasing the Cherokee language comprehension and overall communicative competency of students will enable them to best understand complex academic content and higher-level thinking required for academic competency. If they cannot understand the lessons, they will not gain the intellectual skills to be academically successful. By increasing Cherokee language proficiency, the academic subjects, they learn in their target language will transfer to any language they know, and when they do become literate in English their academic skills will be more robust and they will perform better across the board, in all areas of life.

Child Nutrition

One of the funding issues that we are working to address when the Charter is dropped is the Child Nutrition Program. This is a federally funded program monitored by the Oklahoma State Department of Education, but this funding source would still be available if the Cherokee Immersion School were recognized and funded on the federal level, rather than the state level. The Cherokee Immersion School ᎠᏚᏍᏗᏚᏳ began the 2023-24 school with 75 students who qualified for free lunch and/or breakfast. Over this last year, eight students received reduced pricing and 38 students were paid in full by Cherokee Nation. ᎠᏚᏍᏗᏚᏳ tsundehlquasdi food service is reimbursed monthly from August to May based on those student statistics. During the 2023-24 school year Cherokee Immersion School was reimbursed \$64,850.52. This averages out to be \$6,485 per month.

Federal Title Programs and Financial Reporting

Various Title Programs are federally-funded programs that have been monitored by the Oklahoma State Department of Education. These funding sources would still be available if the Cherokee Immersion School (ᏍᏊᏌᏍᏏᏉᏍᏔᏅ) were recognized and funded on the federal level,

rather than the state level. ᎠᎾᏍᎩᎠᏍᏔᎵ currently receives funding from a variety of sources including title program funds, which are based on student demographics; special education funds, which are based on students with disabilities; ESSER III American Rescue Plan, which applies to COVID-19 recovery; Impact Aid, which addresses the needs of students who live on or have families who work on tribal land. Also included is a one-time state-level grant addressing the need for a school resource officer. In total, funds from these sources amounted to \$362, 761.27 during the 2024 fiscal year. However, it should be noted that the ESSER III funds (\$183,927.72), along with the School Resource Officer Grant (\$92,000). The projected funding for the remaining annual formula grants would be approximately \$86,833.00.

Maintaining two sets of financial reporting is cumbersome but can be done more easily with a full-time person dedicated to reconciling requisitions, purchase orders, and other billing that is on-site at the school. Ideally, this person would routinely compare staffing patterns and check Lawson/Infor payroll reports against personnel records reports. The recommendation is that this person have experience in budgeting and financial reporting, with experience in public school OCAS reporting preferred. This should be the person's only or primary job to ensure compliance with state and federal funding and external grants.

Another challenge related to the financial reporting is the timing of reports, with the Cherokee Nation fiscal year being October to September and the State school year being July to June. Reports are due within days of a month, quarter or year ending while the tribe has a 2-week lag in payroll and 45-day monthly closing cycle. Beginning with this school year, state school personnel records requests that pay records be updated by July 15th with full year salary and benefits paid. If the school year does not end until June 30th and it takes up to two weeks to post payroll, that only leaves one day to reconcile expenses and update school personnel records. The state offers software that would allow transactions to be run simultaneously and would not have to wait to do quarterly reconciliations and data entry, and consideration of this software would alleviate some of the burdens caused by the difference in reporting timelines. When/if the charter is dropped, the Immersion School could utilize the state offered software to complete reporting requirements.

Transportation Reimbursement

Cherokee Immersion School (ᎠᎩᎠᎩᎠᎩᎠᎩ) has never before offered student transportation to or from the school site. This issue is not about a funding source that we would “lose”. However, it is the intention of the ᎠᎩᎠᎩᎠᎩᎠᎩ school administration to offer student transportation in the future. Because transportation reimbursement funds are generated by the state, our school system would not have access to that existing funding source. The funding amount we would need is projected, based upon our research would fluctuate annually due to a slight shift geographical make-up of the student population. The most recent data from the Oklahoma State Department of Education shows that, on average, districts were reimbursed anywhere from \$75.00 to \$100.00 per eligible student, annually.

The calculation used to determine this amount includes the following three elements: First, the Transportation Factor of 1.39, which has been the same since 1983 (set in statute), second, the Average Daily Haul (ADH), which includes students eligible for transport divided by days taught. These students must live at least 1.5 miles from the school and must be in attendance to be “eligible”. Finally, the third element is the Density Figure which can be found by dividing the district total ADH by the area served (total square miles of the district). The Density Figure for an established school district can be found in the statutory sliding scale to determine the Per Capita Allowance. This information is valuable because it demonstrates that even an approximate dollar amount may be difficult to project at this time, however this is a salient issue, because without the charter we would not have access to this funding source to initiate a bus route for our students.

Self-Certification by 2026

The initial suggestion was to drop the charter as quickly and effectively as possible. However, periodically there is a formal process to renew charter status and our window opens up for this process in 2026. Due to the concerns listed above and uncertainties as to the exact outcome of the potential challenges of dropping the charter, we do not believe that it will be possible to do so within the next year. Therefore, two years from now, when the renewal window is available to us, we will have had two years to prepare for any processes that we need to undergo to self-certify and secure the proper protocols and ensure continued funding without a state charter.

Report Appendix

Cherokee Language Department Teacher Certification 04.03.2024

“Objective 3: Development and formalization of a Cherokee Nation Language Teacher Certification that is rigorous and detailed, specific to Cherokee language needs.” – 2021 NLCC Cherokee Language Strategic Document

Results & Benefits: Cherokee Language Committee and Cherokee Language Board members created a Cherokee Language Teacher certification process and criteria standards. The Cherokee Language Department uses developed standards to evaluate and certify Cherokee Nation’s Language teachers, certification is classified by Language learners’ proficiency levels and targets mastery of Cherokee medium teaching methodology and techniques. This language targeted approach to teacher certification focuses on language acquisition and pushes the designated outcome for growth in language proficiency and literacy in Cherokee language speakers, teachers, employees, and leaders.

Criteria for Evaluating: The Cherokee Language Committee created the criteria to select Cherokee language board members. The Cherokee Language Committee and selected Board members created criteria for Cherokee Nation’s Language Teacher Certification process and the Cherokee Language Department created a committee to evaluate and certify the new Cherokee Language Teachers based upon the criteria developed. The rigorous qualifications for certification ensure that Cherokee Language teachers have all the skills and training to successfully instruct and oversee Cherokee Language classes and revitalization efforts.

Teacher Certification Criteria for Curriculum and Instruction 10.12.21

Characteristics of good criteria for teacher certification:

1. The teacher certification criteria is continuously evolving.
2. The teacher certification criteria is based on the affective, social, and cultural needs of the people.
3. The teacher certification criteria is democratically conceived.
4. The teacher certification criteria is the result of a long-term effort.
5. The teacher certification criteria is a complex of details.
6. The teacher certification criteria complements and cooperates with other programs of the community.
7. The teacher certification criteria is culturally relevant and academically rigorous.
8. The teacher certification criteria allows flexibility for the professional needs of each teacher candidate.
9. The teacher certification criteria is systematic and has objectives that depend, in part, on knowledge of the different approaches to teaching.

Teacher Certification Approach

The Cherokee language Department’s Teacher certification criteria reflect the (Cherokee language) curriculum goals of language acquisition. Certification is now language acquisition focused for content or subject areas in the Cherokee language medium with allowances for language enrichment. As such, certified Cherokee Language Teachers demonstrate language proficiency and professional competencies grounded in culturally supportive Cherokee values,

behaviors, and beliefs. Cherokee Language Teacher Certification Criteria, and the process for certification was developed to address the following questions:

1. Do the teacher certification criteria target teacher competencies associated with values, behaviors, and beliefs from the perspective of Cherokee Worldview?
2. Do the teacher certification criteria target appropriate language proficiency and communicative competency necessary for learners' language acquisition?
3. Do the teacher certification criteria help support teachers initiating, developing, and maintaining conversations, writing, and reading skills in Cherokee?
4. Are the teacher certification criteria flexible and evolving regularly to meet the needs of the teachers, learners, as well as the Cherokee Nation and to allow creative teaching?
5. Are the teacher certification criteria motivational, engaging, and inspiring?
6. Are the teacher certification criteria presented in a logical sequence while incorporating Cherokee customs, life ways, philosophy, and traditions?
7. Do the teacher certification criteria recognize or acknowledge the different learning theories, approaches and/or activities?
8. Do the teacher certification criteria support teacher-student planning in defining instructional goals and determining how they will be implemented?
9. Do the teacher certification criteria support lessons relating to the society or community in which the criteria will be implemented, or the teaching will be done?
10. Do the teacher certification criteria support the individual learners and their needs, purposes, interests, and abilities?
11. Do the teacher certification criteria support the culture of the Cherokee people and support the inclusion of community, language, history, culture experts into instructional activities?
12. Do the teacher certification criteria support the connection of learners to language through home and family contexts?

Sample Teacher Certification Criteria for Competencies Class A.

Class A. Focus: Assisted Teaching with Cherokee language enrichment classes with a Class B Certified teacher in public school settings or independent teaching for Enrichment classes with Cherokee Literacy in the communities.

1) Language Proficiency Competency - *Intermediate low* Certification: Some conversational and conjugational abilities.

1. Can the teacher roughly produce simple everyday interactions in Cherokee?
2. Can the teacher identify and roughly describe objects and people in Cherokee?
3. Can the teacher roughly discuss on-going and daily activities in Cherokee?
4. Can the teacher roughly discuss general information about self and others in Cherokee?
5. Can the teacher follow simple Cherokee commands and statements?
6. Can the teacher roughly express feelings and ideas using the Cherokee language?
7. Can the teacher read in the Cherokee "Sequoyah Syllabary"?

2) Curriculum Development Competency - Certification and/or Experience: Some background with development of lesson sequencing, planning, standards, and teaching objectives.

Class A. Potential Certification Assessment:

- 1) Proficiency Interview: Oracy and Literacy evaluation, for Language Proficiency Certification
- 2) Audio/Video Teaching Sample: Audio or Video recording, 10:00-40:00 in length for review.
- 3) Curriculum/Lesson Sample – all of the following: Resume, a sample Lesson Plan, and Images of Classroom/Teacher Setting the candidate once used while teaching.
- 4) Competency Criteria Interview:
 - a) Can the teacher applicant describe a supportive and safe learning environment?
 - b) Can the teacher applicant describe lesson planning and teaching objectives?
 - c) Can the teacher applicant describe teaching practices and hands on classroom experiences?
 - d) Can the teacher applicant describe the association between language and culture?

Sample Teacher Certification Criteria for Competencies Class B.

Class B. Focus: Assisted Teaching with Cherokee language arts immersion classes with a Class C Certified teacher in immersion settings or independent teaching for Cherokee language arts enrichment classes with Cherokee Literacy in the public schools.

- 1) Language Proficiency Competency - *Intermediate high* Certification: Demonstrates conversational and conjugational skills; Literate in Cherokee Language.
 1. Can the teacher communicate about functional, everyday interactions in Cherokee?
 2. Can the teacher functionally describe situations, objects, and people in Cherokee?
 3. Can the teacher functionally discuss common and daily activities in Cherokee?
 4. Can the teacher functionally discuss information about self and others in Cherokee?
 5. Can the teacher give functional Cherokee statements in different social contexts?
 6. Can the teacher functionally express feelings and ideas using the Cherokee language?
 7. Can the teacher read and write in the Cherokee “Sequoyah Syllabary”?
- 2) Curriculum Development Competency - Certification and/or Experience: Demonstrates development of lesson sequencing, planning, standards, and teaching objectives.
- 3) Child Development Competency - Certification and/or Experience: Demonstrates understanding of age-appropriate pedagogical strategies and child psychology, as well as adverse childhood trauma, and generational trauma in families and communities.
- 4) Classroom Management Competency - Experience: Demonstrates understanding of preventative strategies, correctional strategies, classroom organization, time management strategies, and scheduling.

Class B. Potential Certification Assessment:

- 1) Proficiency Interview: Oracy and Literacy evaluation, for Language Proficiency Certification. *Intermediate high* Certification: Demonstrates conversational and conjugational skills.
- 2) Audio/Video Teaching Sample: Audio or Video recording, 10:00-40:00 in length for review.
- 3) Curriculum/Lesson Portfolio: A) Bio, B) CV or Resume, C) Academic Samples, one week of Lesson Plans and a sample of candidate’s Cherokee writing in Cherokee syllabary, and D) Images of Classroom/Teacher Setting the candidate once used while teaching.
- 4) Competency Criteria Interview:
 - a) Can the teacher applicant describe a supportive and safe learning environment?
 - b) Can the teacher applicant describe lesson planning and teaching objectives?
 - c) Can the teacher applicant describe teaching practices and hands on classroom experiences?

- d) Can the teacher applicant describe the association between language and culture?
- e) Can the teacher applicant describe childhood & Intergenerational trauma, its causes & effects?
- f) Can the teacher applicant describe child psychology in a classroom context?
- g) Can the teacher applicant describe age-appropriate behavior in childhood development?

Sample Teacher Certification Criteria for Competencies Class C.

Class C. Focus: Assisted Teaching with academic subjects in Cherokee language immersion classes with a Class D. Certified teacher in immersion settings or independent teaching for Cherokee language arts immersion classes in a language medium (immersion) setting.

1) Language Proficiency Competency - *Advanced low* Certification: Adept at conversational and conjugational skills; Literate in Cherokee Language.

- 1. Can the teacher functionally communicate using all time frames in Cherokee?
- 2. Can the teacher functionally describe, in detail, situations and people in Cherokee?
- 3. Can the teacher functionally discuss, in detail, common & reoccurring activities in Cherokee?
- 4. Can the teacher functionally discuss, in detail, information about themselves/others in Cherokee?
- 5. Can the teacher give functional explanations of different social contexts using Cherokee?
- 6. Can the teacher explain feelings and ideas, in detail, using the Cherokee language?
- 7. Can the teacher read and write in the Cherokee "Sequoyah Syllabary"?

2) Curriculum Development Competency - Certification and/or Experience: Adept at development of lesson sequencing, planning, standards, and teaching objectives.

3) Child Development Competency - Certification and/or Experience: Adept understanding of age-appropriate pedagogical strategies and child psychology, as well as adverse childhood trauma, and generational trauma in families and communities.

4) Classroom Management Competency - Experience: Adept understanding of preventative strategies, correctional strategies, classroom organization, time management strategies, and scheduling.

Class C. Potential Certification Assessment:

1) Proficiency Interview: Oracy and Literacy evaluation, for Language Proficiency Certification. - *Advanced low* Certification: Adept at conversational and conjugational skills.

2) Audio/Video Teaching Sample: Audio or Video recording, 10:00-40:00 in length for review.

3) Curriculum/Lesson Portfolio: A) Bio, B) CV or Resume, C) Academic Samples from the candidate, one unit of Lesson Plans and a one-page sample essay in Cherokee, and D) Images of Classroom/Teacher Setting the candidate used while teaching.

4) Competency Criteria Interview:

- a) Can the teacher applicant describe a supportive and safe learning environment?
- b) Can the teacher applicant describe lesson planning and teaching objectives?
- c) Can the teacher applicant describe teaching practices and hands on classroom experiences?
- d) Can the teacher applicant describe the association between language and culture?

- e) Can the teacher applicant describe childhood & Intergenerational trauma, its causes & effects?
- f) Can the teacher applicant describe child psychology in a classroom context?
- g) Can the teacher applicant describe age-appropriate behavior in childhood development?

Sample Teacher Certification Criteria for Competencies Class D.

Class D. Focus: Independent, Cherokee Language Medium for Subject Area Academic Content in Cherokee Language medium (immersion) settings.

1) Language Proficiency Competency - *Advanced high* Certification: Mastery of conversational and conjugational skills; Literate in Cherokee Language.

- 1. Can the teacher communicate accurately in all time frames in Cherokee?
- 2. Can the teacher explain, in accurate detail, situations and people in Cherokee?
- 3. Can the teacher accurately discuss detailed and diverse activities in Cherokee?
- 4. Can the teacher accurately discuss, details about themselves and others in Cherokee?
- 5. Can the teacher give functional & accurate explanations in different Cherokee social contexts?
- 6. Can the teacher accurately explain detailed feelings and ideas using the Cherokee language?
- 7. Can the teacher read and write in the Cherokee “Sequoyah Syllabary”?

2) Curriculum Development Competency - Certification and/or Experience: Professional level development of lesson sequencing, planning, standards, and teaching objectives.

3) Child Development Competency - Certification and/or Experience: Professional understanding of age-appropriate pedagogical strategies and child psychology, as well as adverse childhood trauma, and generational trauma in families and communities.

4) Classroom Management Competency - Experience: Professional understanding of preventative strategies, correctional strategies, classroom organization, time management strategies, and scheduling.

Class D. Potential Certification Assessment:

1) Proficiency Interview: Oracy and Literacy evaluation, for Language Proficiency Certification. - *Advanced high* Certification: Mastery of conversational and conjugational skills; Native speaker, or near Native speaker level Cherokee language competency.

2) Audio/Video Academic Subject Teaching Medium Sample: Audio or Video recording, 10:00-40:00 in length for review.

3) Curriculum/Lesson Portfolio: A) Bio, B) CV or Resume, C) Academic Samples in the Subject Area Academic Content area of expertise from the candidate, one unit of Lesson Plans in the Academic Content area and a one-page sample essay in Cherokee about the Academic Content area, and D) Images of Classroom/Teacher Setting the candidate used while teaching.

4) Competency Criteria Interview:

- a) Can the teacher applicant describe a supportive and safe learning environment?
- b) Can the teacher applicant describe lesson planning and teaching objectives?
- c) Can the teacher applicant describe teaching practices and hands on classroom experiences?
- d) Can the teacher applicant describe the association between language and culture?

- e) Can the teacher applicant describe childhood & Intergenerational trauma, its causes & effects?
- f) Can the teacher applicant describe child psychology in a classroom context?
- g) Can the teacher applicant describe age-appropriate behavior in childhood development?

ᏍᏏᏅᏍᏔᏅ ᏅᏍᏓᏅ ᏅᏗᏅᏅᏅ **Cultural Curriculum Approach**

ᏍᏏᏅᏍᏔᏅ ᏅᏍᏓᏅ ᏅᏗᏅᏅᏅ *didehyododi duyugtv iyadvhndi* “We Use This to Teach Them the Right Way” Curriculum Program: The curriculum is culturally based, supported, and integrated. It uses stories and values on a cyclical ceremonial and subsistence calendar to teach project-based assignments through cultural activities that integrate cross sectional academic subject matter.

The historical Cherokee solar/lunar/celestial calendar and tied to our historical Cherokee festivals and holidays serves as the curricular framework for the original development of the process. It is punctuated with the appropriate times to plant, harvest, hunt, fish, and gather medicines and foods, all are primary subsistence events. The framework of the curriculum is woven between the functions of the major festivals situated by the calendar and important subsistence cycles. There are traditional stories and cultural activities tied to the changes of the year. The traditional stories, cultural protocols, and traditional community values set the standards, criteria, goals, and objectives are the theoretical foundation of our curriculum’s educational content. The cultural activities provide the context and processes for the delivery of academic content via project-based learning methodologies. The Cherokee language is the medium or vehicle for the transfer of all curricular knowledge. Tied to every cultural activity, traditional teaching, and group project are the academic disciplines integrated into the cultural content that meet multiple mainstream academic standards and delivered through the Cherokee language medium.

The cultural curriculum program team is a group of professional and experienced Cherokee employees that have extensive cultural and historical backgrounds from both an academic and traditional framework will continue the process of researching, refining, evaluating, and renewing the products of our current cultural curriculum development initiative. This team will also be responsible for the research and development of Cherokee grammar models, etymological understandings of roots and stems, as well as collecting the rare and complex lexical forms.

The curriculum can be broken into seven key aspects, these specific parts of the curriculum are organized based on the functions of each aspect and how they correlate with implementation, engagement, and redevelopment to meet the growing and dynamic needs of our learners. Much of the development of these seven aspects especially necessitated a team approach, and a team approach is used to maintain the process of continual development and review.

1. The first aspect of the cultural curriculum is characterized by a collection nearly 150 traditional Cherokee stories. The stories have been sorted them and prioritized them into orders of significance based upon their association with their seasonal cycle, traditional values, and cultural protocols. The highest rotation will be in tiers one, two, and three and tier four stories may only make one appearance. The stories have been ordered by grade level and are targeted for the appropriate seasons of the cyclical calendar.

2. The second aspect focuses on the cultural activities associated with the stories, values, and protocol, we are using as our educational criteria and objectives from a Cherokee philosophical foundation. These cultural activities have been collected to create a complete a list that will be applied to the stories and are organized by both significance for subsistence, survival, social development, and regard for seasonal changes in nature and the cultural significance of those seasonal shifts. The cultural activities are incorporated into the procession of the cyclical timeline of the stories with targeted child developmental grade levels.
3. The third aspect of the cultural curriculum is a list of characters that will be in the stories from the first aspect. These stories and the characters within them are animated to bring the stories to life. A clear focus on character identity is needed to ensure that stories' characters are prominent and easily recognizable. The most popular characters in the stories have a template created to easily be incorporated into the animation of the stories. We have a well populated list of characters collected.
4. In the fourth aspect of the cultural curriculum, we collected a list of Cherokee values via interviews with Benny Smith ᏊᏊᏊᏊ and other first language Cherokee speaking elders. This initial list was already functionally complete, with a few exceptional cultural teachings that were initially overlooked but integrated into the larger list. Under the original, foundational values we have organized the more narrowly contextual values into subsets within the broader value statements. There is a list of values applied to each story. These cultural values are focus of the curriculum's goals and objectives. The stories will illustrate underlining traditional Cherokee cultural values.
5. Aspect five is closely related to the foundational cultural values of the fourth aspect in the cultural curriculum framework. Its focus is less abstract and more concretely tied to the cultural activities, and academic content. Cultural protocols in the form of behavioral expectations and instructions related to traditional teachings in Cherokee families and communities have always been a part of our oral tradition and cultural identity. Applying protocols to the objectives and integration of academic content into the cultural activities provides a grounding to explore the more abstract cultural values. The creation of content using cultural identity and behavioral protocols and teachings associated with our oral tradition were provided by first language speaking Cherokee elders to ensure that our sayings, practices, behaviors, taboos, and expressed beliefs can lend us guidance in all endeavors and even a sense of belonging. The various protocols that our elders were given, and in turn were given to us, many still follow, and by exposing our learners to them many will elect to maintain them in practice or memory, they will be connected through the teachings of our elders to our ancestors. These protocols can be about hygiene, social expectations, substance, moral guidance, or demonstrations of spiritual expression. They provide guidance and a sense of belonging.
6. The sixth aspect is the most intensive and required a strong team of animators, translators, speakers, technological experts, and educators to provide the output associated with this aspect. Creating the animations of our traditional stories is the key product of the original project. The animations will be updated, and new ones will be

created but the amazing bulk of the work was initiated in this past year. This was the most product heavy phase of the curriculum development process and required cooperation of expertise outside of the curriculum team. Characters needed to be drafted and then animated, then the backgrounds of the stories were animated as well. The stories were translated into Cherokee and recorded by highly proficient speakers. Some stories already existed in Cherokee, and these were prioritized in preference over translated stories. First language Cherokee stories have shown clear superiority in capturing natural native Cherokee tone, lexicon, and syntax over translated content. Detailed lesson plans are created to support the stories and digital content created in this aspect. These lesson plans integrate stories, values, and protocols through cultural activities. They also identify, cross reference, and enumerate the academic content already collected and translated into Cherokee replete with academic standards and teaching materials that were created by grade level for the immersion school by the curriculum team over the past two decades.

7. The seventh aspect was the final step in the initial curriculum creation process, but it is also the part that will now maintain the crux of continued development and reconstruction as the process is evaluated and refined in consistent cyclical redevelopment. This is a grammatical approach to language acquisition through context imbedded form focused instruction through conversational interaction. The curriculum team works to refine the language of the stories that have been animated to create a variety of educational examples with different levels of grammatical complexity and lexical depth. The initial stories will be in naturally spoken Cherokee but focusing on form approaches will engage each story as it is modified to demonstrate how words change through declensions and conjugations to illustrate the grammar of Cherokee in the context of the stories provided. Initial focus on form will account for simple subject and object pronoun changes commonly found in novice and intermediate level proficiency language patterns. The secondary form focus will expand the flexing of verb forms into commonly used tense patterns of novice and intermediate language proficiency targets. Thirdly, the focus on form will expand the pronoun declensions into greater ranges and complexity to provide targeted language for intermediate and advanced level of proficiency. Finally, the focus on forms will expand the complexity and variety of tense marking, syntax, and paragraph level discourse to meet the targeted language needs of intermediate and advanced Cherokee language learners. The stories altered will have lesson plans associated with each permutation that will lead teachers to teach the academic content and grammar forms in context without the need to explain Cherokee grammar using English.

As learners develop greater skill in abstract communication through the advancement of their language proficiency, overt explanations of this educational process will be a part of the conversation in the learning sessions among teachers, academic content developers, and students. It will be made clear how and why cultural curriculum has been implemented in the school and honest discussions about how academic subject areas are the norm in mainstream education will be common knowledge and targeted topics of discussion. Cherokee students will not just know that the content, approach, and objectives of our Cherokee educational system are different but also why they are different. No child will be forced to engage in cultural activities and practices,

that the family and child are opposed to, as a part of their learning. However, they will be taught about core Cherokee, activities, values, behaviors, and beliefs as lived and expressed in contemporary Cherokee families and communities throughout the Cherokee Nation. This process of exposure will also be the vehicle for the delivery of academic content and intellectual “western” academic knowledge as well as Indigenous knowledge and understanding of Cherokee values and cultural activities. Our learners will be overtly aware of Cherokee language, culture, and identity and they will also be aware of why we are teaching it and why we believe they should learn it.

General Cherokee Language Curriculum Approach

Learning materials will focus on language acquisition, in general. However, most curriculum should be acquisition focused on the Cherokee language medium with some allowances for enrichment. Language enrichment is valuable to foster motivation to speak and learn Cherokee and intend to prepare the learner for conversational language acquisition in the Cherokee language medium. We should teach the language, but we should also teach the culture of the Cherokee people. The language environment should be safe and supportive for all learners and grounded in culturally supportive values, behaviors, and beliefs. Language instructors should meet professional requirements, including proficiency, and skill certifications. Language curriculum users should utilize current methodologies and best practices in the areas of classroom management, educational technology, and cognitive development.

Language Medium (Cherokee Immersion) Specific Curriculum Criteria

1. Does the material target subject matters associated with content from the perspective of Cherokee worldview?
2. Does the material target comprehension one increment above the level targeted for performance through associative process?
3. Does the material target proficiency growth expectations that align with the learners’ amount of contact hours?
4. Does the material help learners initiate, develop, and maintain beginning conversations, writing, reading, and reading skills in Cherokee?

General Curriculum Criteria:

1. Are learning materials flexible and evolving regularly to allow creative teaching and meet the needs of the learners, teachers, as well as the Cherokee Nation?
2. Are learning materials age appropriate and do materials target specific proficiency levels?
3. Are learning materials motivational, engaging, and inspiring?
4. Are learning materials organized in a manner that allow learners of different proficiency levels to grow through collaborative learning?

5. Are the learning objectives clearly outlined for use with specific activities that result in meaningful discussion and dialogue in Cherokee?
6. Do the learning materials use scaffolding to solidify acquisition?
7. Are the learning materials repetitive function focused and conversationally based?
8. Do the learning materials and activities strongly connect learners to language through home and family contexts?
9. Are the learning materials presented in a logical sequence while incorporating Cherokee customs, lifeways, philosophy, and traditions?
10. Are the learning materials experimental, equipping learners to learn independently by use of experimentation, associative process, observation, and field studies?
11. Are the learning materials supporting the incorporation of knowledge from community language/history/culture experts?
12. Are learning materials using a diverse variety of assessments for variable learning methods? Ex: formative and summative: quizzes, tests, presentations, interviews, projects, etc.

Objectives for Cherokee Language Curriculum and Instruction

Characteristics of a good curriculum:

1. The curriculum is continuously evolving.
2. The curriculum is based on affective, social, and cultural needs of the people.
3. The curriculum is democratically conceived.
4. The curriculum is the result of long-term effort.
5. The curriculum is complex of details.
6. The curriculum provides for logical sequence of subject matter.
7. The curriculum complements and cooperates with other programs of the community.
8. The curriculum is culturally relevant and academically rigorous.
10. The curriculum has administrative, instructional, and pedagogical flexibility.
11. The curriculum arranges learning opportunities flexibility for adaptation to situations and individuals.
12. The curriculum makes maximum provision for the development of each learner's individual differences.
13. The curriculum is systematic and has objectives that depend, in part, on knowledge of the different approaches to learning.

General Cherokee Language Curriculum Framework

The following table displays the age specific curricula standards targeted for language proficiency developed and revised for the Cherokee Language Curriculum Framework for conversational language proficiency competency.

	Novice	Intermediate	Advanced
University	X	X	X
High School	X	X	X

Jr High	X	X	X
Elementary	X	X	-
Early Childhood	X	-	-

The following attributes will be used as benchmarks to ensure curriculum meets communicative and cultural competencies as well as proficiency standards throughout the developing and revision of Cherokee Language Curriculum. Primarily, the Cherokee language curriculum has been targeted for language arts and conversational proficiency, however, academic, and subject area content taught in the Cherokee language medium are targeted to meet the following competency attributes.

Communicative Competency Attributes:

1. Skills - Functional ability in the language, grammatical forms, accuracy, and volume.
2. Concepts - Subject matter: social, cultural, and academic.
3. Performance - Listening (input & intake), speaking, reading, and writing.
4. Styles - Register, specific lexical contexts, specialized subject area lexicon, length of discourse.

Cultural Competency Attributes:

1. Deference - Respect for individuals due to age, status, and achievement, and to sensitive ideas and subject areas.
2. Context - Situational linguistic and behavioral expectations: age, gender, location, time, event, and activity.
3. Non-verbal - Gesture, eye-contact, stance, physical interaction, personal space, and non-speech utterances.
4. Semantics - Differences in etymology, aesthetics, philosophical foundations, values, behaviors, and beliefs.

Accreditation

The checklist is color-coded as follows: **Red** = Not applicable to school without charter;
Green = School will maintain item for self-certification purposes; **Yellow** = School will be working on repurposing item to fit self-certification purposes.

- _____ 1. Does the district provide educational services at a residential care, treatment facility, or day treatment program and make available the service agreements/contracts for review? *OAC 210:35-3-107; 70 O.S. § 1210.160; 70 O.S. § 6-194*
Documentation: Provide a contract with specific agency and certificates of teachers
- ____ 2. Are all mandated reports submitted in a timely manner and certified with accurate data with the exception of standalone department items # 53-61 under the District Reporting and Monitoring for Compliance section, for example, OCAS reporting? *70 O.S. § 3-104*
Documentation: Notices from other departments will be provided to RAO's. i.e. Accreditation, State Aid, Assessments, Data/Information, Instruction, TLE...
- _____ 3. Are all necessary data reported to the Office of Educational Quality and Accountability? *70 OS § 3-136 A (4)*
Documentation: current year principal survey print-out
- ____ 4. Has the school met all required financial reporting & paid financial obligations relative to all offices within Oklahoma State Department of Education, as well as all outside agencies? *OAC 210:25-5-4; OAC 210:10-1-5*
If no, provide details: _____
Documentation: RAO will receive notifications from other Departments
- _____ 5. Are the Superintendent, Treasurer, Board Minute Clerk, Activity Clerk, and all Encumbrance Clerks bonded? *70 O.S. § 5-116a, OAC 210:40-87-6*
Documentation to upload: copies of bonding for each position confirming 1) amount 2) effective date 3) name/position
- _____ 6. Have the district treasurers and **all** encumbrance clerks received the minimum of 12 hours of training on school finance laws, accounting, ethics & duties, and a minimum of 12 hours of continuing education every 3 years?
70 O.S. § 5-190
Documentation to upload: Certificates & documents with OCAS approval stamp showing 12 hours within 3-year period
- ____ 7. Does the district comply with Oklahoma Open Meeting Act and the Oklahoma Open Records Act? *25 O.S. § 301; 51 O.S. § 24A; 70 O.S. § 3-136 A (16)* ? If no, provide details:

Documentation to Upload: Provide Assurance Letter signed by Superintendent verifying all agendas/minutes are true & accurate & stamped copy of all calendar year board meetings sent to County Clerk
Additional Documentation made available for RAO onsite review: schedule of meetings posted on website, procedures for posting agendas, posted board agendas on district's main building's front entrance at least 24 hours prior to scheduled meeting, meetings open to public at convenient time & place, guest sign in sheets,

agendas state type of meeting, ALL discussion topics listed on agenda, clearly written agenda items, properly conducted & citing of Executive Session info., etc....

- _____ 8. Does the board have at least one complete and comprehensive set of written policies in printed form, which is made available at the administrative office, to the staff, students & community? A faculty or student handbook does not meet the board policy book requirement. OAC 210:10-1-7; OAC 210:35-3-48

Documentation: Assurance letter signed by Superintendent verifying where the Board Policy book is kept and that it is made available for review by the school community AND provide Policy Book for RAO review

- _____ 9. Is each person on the governing board of the charter school in compliance with the conflict-of-interest requirements? 70 O.S. § 3-136 A (I7)

Documentation: signed disclosure statements, board policies, defined limitations, board trainings, violation procedures, etc.

- _____ 10. Has each of the governing board members for a virtual charter school met their required training according to Oklahoma Law? 70 O.S. § 5-110; 70 O.S. § 5-110.1; 70 O.S. § 3-145.3

Documentation: provide documentation of points earned

- _____ 11. Is the charter school in compliance with the Employment Security Act? 40 O.S. § 1-101

Documentation: policy and/or OCAS expenditure report showing compliance

- _____ 12. Is the charter school in compliance with the State & Education Employees Group Insurance Act and the requirements for Procedure of Payment (health insurance)? 74 O.S. § 1301; 74 O.S. § 1310.1

Documentation: Flex Benefit Audit & any policy and/or documents showing compliance

- _____ 13. Is the charter school in compliance with the requirements for a Health Insurance Plan & Payment of Additional Salary in Lieu of Employee Insurance? 70 O.S. § 5-117.5 & 70 O.S. § 5-140

Documentation: Flex Benefit Audit & any policy and/or documents showing compliance

- _____ 14. Does the district have a policy on felony record searches **and** confirms background checks have been conducted on all new employees? 70 O.S. § 5-142 Last Date policy was adopted or revised:

Documentation to Upload: Assurance Letter signed by Superintendent verifying felony /background searches have been conducted on all new employees, copy of adopted policy & list of all new employees' names

- _____ 15. *Do all newly hired or reassigned support staff meet required Paraprofessionals ESSA criteria and have obtained Oklahoma credentials? OAC 210: 20-9-102

_____ Tier 1 Paraprofessionals in Title I Schools _____ Tier 2 Paraprofessionals in special education services

Documentation: Data will be taken from SPR - RAO Para District Report. All paras should have either a TNO or Certificate Code

- _____ 16. Are all students provided a free education without tuition or fees? 70 O.S. § 3-136 A (10)

Documentation: copy of enrollment application, handbook page, web page, enrollment policies, procedures, etc.

- _____ 17. Is the school compliant with all requirements of HB 1775? 70 O.S. § 24-157; 70 O.S. § 11-103.6

Documentation to upload: Assurance Letter signed by Superintendent verifying procedures are in place regarding HB 1775

- _____ 18. Are procedures in place to ensure the observance of a minute of silence? 70 O.S. § 11-101.2
Documentation to Upload: Assurance Letter signed by Superintendent verifying minute of silence is being observed
- _____ 19. Does the school have an adopted curriculum that integrates the Oklahoma Academic Standards for all subjects taught? 70 O.S. § 11-103.6a; 70 O.S. § 11-103.6o; OAC 210:35-3-66
Documentation: Provide Assurance Letter signed by Superintendent verifying Oklahoma Academic Standards are embedded throughout the adopted school curriculum.
- _____ 20. Is a plan in place stating specific procedures to be followed for the reporting of child abuse, neglect, and recognition of child sexual abuse **AND** a program is offered annually to all new certified teachers & administrators including components of training on recognition and reporting of child abuse, child neglect & child sexual abuse? OAC 210:35-3-107; 70 O.S. § 1210.160; 70 O.S. § 1210.163; 70 O.S. § 6-194
Documentation: Written plan and procedures for reporting child abuse/neglect & copy of the dated sign-in sheet or certificates of attendance with the agenda or training presentation printout Certified _____
All Staff _____
- _____ 21. Is a program offered annually to train staff in identifying characteristics of dyslexia and dysgraphia in students, provide methods for effective classroom instruction to meet the needs of students with dyslexia and dysgraphia & provide resources for teachers, students, and parents? 70 O.S. § 6-194 (F)
Documentation: Provide a copy of the dated sign-in sheet or certificates of attendance documenting attendance with the agenda or training presentation printout and a list or screen shot of resources available.
- _____ 22. Does the district implement an Emergency Response App (including staff training), that will ensure immediate notification to & timely response by law enforcement? Name of App _____
Documentation: Provide Assurance Letter signed by Superintendent verifying which Emergency Response App the district has implemented & confirmation staff training has occurred
- _____ 23. Does the district have a written plan with procedures in place to protect students, faculty, administration, and visitors from natural and man-made disasters? Is the plan on file in each school AND with the local emergency management organization within the district? 63 O.S. § 681
Documentation to upload: Assurance Letter signed by Superintendent verifying a current Emergency Management Plan is in effect and letter/e-mail from local emergency organization verifying receipt of current emergency plan
- _____ 24. Does the school district have specific procedures to be followed regarding administration of medicines, medical accidents & medical emergencies, health outbreaks and information regarding immunizations & meningococcal meningitis are made available on the school website? OAC 210:35-3-107; 70 O.S. § 1210.189; 70 O.S. § 1210.190; 70 O.S. § 1210.191; 70 O.S. § 1210.195; 70 O.S. § 3243
Documentation to upload: Assurance Letter signed by Superintendent verifying procedures are in place regarding SB 658, written plan and procedures for medication policies, medical emergency & accident policies, health

disasters and screen shot of school webpage showing links to immunization and meningococcal meningitis (grades 6th -12th grade) are made available to parents.

<https://oklahoma.gov/content/dam/ok/en/health/health2/aem-documents/prevention-and-preparedness/immunizations/GuideToImmRequirements-English%2023-24.pdf>

<https://oklahoma.gov/content/dam/ok/en/health/health2/aem-documents/prevention-and-preparedness/immunizations/updated%20certificate-of-exemption%20English.pdf>

<https://oklahoma.gov/content/dam/ok/en/health/health2/documents/meningococcal-2008-final.pdf>

_____ 25. Does the district have a plan for emergency medical services including specific procedures to be followed at all extracurricular activities & athletic events held at school facilities? Is the plan on file with the local emergency medical services provider within the district? 70 O.S. § 27-104
*Documentation to upload: written plan/procedures **and** letter/e-mail from local emergency organization verifying receipt of current Riley Rule*

_____ 26. Are board minutes available reflecting the mathematics and science courses approved annually by school boards when taken in the 10th - 12th grades for high school credit from a Career Technology Centers? 70 O.S. § 11-103.6
Documentation to Upload: board minutes reflecting approved mathematics and science courses taken at Career Tech Centres

_____ 27. Has the Annual Student College Remediation & Annual 7-12 Dropout Report been presented to the local board? OAC 210:35-25-3; OAC 210:35-25-4
Documentation to Upload: current year board minutes reflecting presentation of most recent College Remediation & Dropout Info.

_____ 28. Is a current Home Language Survey Form on file for each Bilingual student counted in the WAVE student data reporting? 70 O.S. § 3-104(a)
*Documentation: copy of qualifying HLS, sorted by ethnicity and gender for the Bilingual Audit. (May **NOT** use HLS older than 16-17 school year & **ALL** new enrollments are mandated to have **NEW** HLS on file for current school year.)*

_____ 29. Does the district have an approve Gifted and Talented plan documenting student identification processes and evidence showing appropriate implementation of services being provided to identified students? 70 O.S. § 1210.307
Documentation: printout from SSO GT link showing current year G/T plan status as complete & copy of GT plan

Transportation

All items will be checked in the Fall & again in the Spring visit **IF** you've hired new bus drivers or have new bus info.

_____ 30. Do all bus drivers have the required items as required by OAC 210:30-5-8?
_____ Valid CDL License, w/S, P endorsements _____ Current OK bus driving certificate
are updated online
_____ Current health examination form _____ Current Motor Vehicle Record from the
DMV

- _____ 31. Are all in-service forms for the current year on file for all bus drivers? OAC 210:30-5-8
<https://sde.ok.gov/sites/ok.gov.sde/files/Inservicesubjects2013.pdf>
Documentation: dated in-service forms from link above-one form for each bus driver
- _____ 32. Is the district in compliance with the federal requirements for drug testing of all bus drivers **AND** has the designated supervisor over bus drivers completed the required 2-hour training for drug recognition? 49 CFR § 382; 49 CFR § 382.603
Documentation: Provide written plan stating random selection procedures, current contract with drug testing facility, and the name of the supervisor & documentation of training completion. Name _____
- _____ 33. Are all route & activity buses inspected annually by a certified inspector? OAC 210:30-5-6
Documentation: bus inspections & Oklahoma inspector certification
Inspector Name _____ Inspector No. _____
Inspector Name _____ Inspector No. _____
- _____ 34. Are two bus emergency evacuation drills performed on all buses? It is recommended that one is conducted within the first two weeks of each semester. OAC 210:30-5-6
<https://sde.ok.gov/sites/ok.gov.sde/files/Revised%20Aug%202016%20EmergencyEvacuation.pdf>
Documentation: provide drill memos or similar documentation _____ Fall _____ Spring
Do not put bus drills on the OK School Security Institute Website
- _____ 35. Are daily pre-trip inspections performed on all buses & kept on file for no fewer than 90 days? OAC 210:30-5-6
<https://sde.ok.gov/sites/ok.gov.sde/files/pretrip.pdf>
Documentation: provide dated pre-trip bus inspections _____ Fall _____ Spring

Plans and Policies

- _____ 36. Does the school have a Title IX Policy **and** operates under the Title IX Act by providing education that is free from discrimination under any educational program or activity? 34 CFR § 106.1; Title IX Last Date policy was adopted or revised: _____
Documentation to Upload & include on school website: Title IX policy which identifies district coordinator, investigator & decision makers, complaint form as well as contact information and screen shot of school webpage showing link to Title IX info.
- _____ 37. Does the school have a policy on reasonable restroom/changing area designations and is compliant with all requirements of their policy? 70 O.S. § 1-125 Last Date policy was adopted or revised: _____
Documentation to upload: Policy for Reasonable Restroom/Changing Area Designations
- _____ 38. Does the school have a policy on student pronoun usage? B.O. 2023-SR-04
Documentation to upload: Policy or procedures regarding student pronouns in the school, include any informal guidance or other communications from the district

- _____ 39. Does the school have a Discipline Policy that includes bullying & harassment **AND** the policy is posted on the school website? 70 O.S. § 24-100.4 Last Date policy was adopted or revised: _____
Documentation to upload: Disciple Policy including bullying discipline procedures
- _____ 40. Does the school have a Parental Bill of Rights policy regarding information rights and sex education rights, including advance written notice & access to material for inspection? 70 O.S. § 11-105.1
Last Date policy was adopted or revised: _____
Documentation: Provide a copy of the Policy on Parental Bill of Rights
- _____ 41. Does the school have a policy on Tribal Regalia, which also outlines any excluded items, and is compliant with all requirements of their policy? 70 O.S. § 24-160 Last Date policy was adopted or revised: _____
Documentation: Provide a copy of the Policy on Tribal Regalia
- _____ 42. Are educational services provided to suspended/expelled students? 70 O.S. § 3-136A (12), 70 O.S. § 24-101.3
Documentation: policies, procedures, handbooks, etc. regarding suspension and expulsion
- _____ 43. Does the school have a policy and operate under the requirements for the Family Educational Rights and Privacy Act of 1974 (FERPA)? 20 U.S.C. 1232 (g)
Documentation: policy and/or documents showing compliance
- _____ 44. Does the school (if over **25** employees) operate in compliance with the requirements for the Oklahoma Hazard Communication Standard, including Safe Workplace & Safety Training of Employees Act? 40 O.S. § 401-424
Documentation: name of safety coordinator, employee safety training(s) agendas & information designed to communicate the hazardous chemicals to which they are exposed-including detection, chemicals in the work area, protective measures, & safety sheets
- _____ 45. Is the school in compliance with the requirements for the Asbestos Hazardous Emergency Response Act? 15 U.S.C. 2641, CFR 763
Documentation: documents showing asbestos inspections as well as corrective-action activities, copy of notice or parent letter(s) or website printout documenting communication to school community regarding presence of hazardous substances in school facility
- _____ 46. Is an approved AIDS prevention education program offered to students and is in compliance with state law and regulations **AND** does the district have a plan stating administration & implementation of educational program for an AIDS diagnosed student that is in compliance with state law & regulations, including the requirements for a Confidentiality of AIDS Infected Student Multidisciplinary Team? 63 OS § 1-502.2; 70 OS § 11-103.3
Documentation: current educational student program with provider information and the written plan of execution
- _____ 47. Does the charter school have a policy covering requirements for Student Smoking Bans and the Drug-Free Schools Act? 63 O.S. § 1-1523, 20 U.S.C. 608; 20 U.S.C. § 710
Documentation: policies, handbooks, documents related to, etc.
- _____ 48. Does the district have a board approved written policy addressing:

_____ 1) the criteria to be used in the evaluation and selection of materials for the media program;

_____ 2) procedures to review the educational suitability & age-appropriate nature of any material in a library in the district;

_____ 3) procedures for receiving & responding to complaints regarding materials in a library in the district?

OAC 210:35-3-126(a)(1); OAC 210:35-3-126(a)(12) Last Date policy was adopted or revised: _____

Documentation to Upload: Copy of media policy, including procedures for material review & complaint process

_____ 49. The Superintendent has submitted an Attestation that the school has provided a complete & accurate record of any books and other materials available in any school library in the district **AND** has transmitted to the SDE either:

1) a complete listing of all books & other materials available in **ANY** library in the district **OR**

2) a link containing the online school library catalog(s) of all books & other materials available in **ANY** library in the district

OAC 210:35-3-126(a)(10)

*Documentation to Upload: Superintendent Signed Attestation of compliance with a complete listing of all books **AND** either a list to their complete listing of all books & materials **OR** a link to a complete listing of all books & materials*

_____ 50. Does the charter school have a description of the personnel policies & personnel qualifications?

70 O.S. § 3-136 B

Documentation: staff handbook showing personnel policies, hiring procedures, staff qualifications, evaluation process.....

_____ 51. Does the charter school have a description of the methods of governance? 70 O.S. § 3-136 B

Documentation: board selection & position processes, board's responsibilities, meeting schedule, organizational structure....

_____ 52. Does the charter school have a description of the duties performed by the sponsor and communication feedback from the sponsor of the charter school? 70 O.S. § 3-136 B

Documentation: sponsor framework tool, dashboard printouts, meeting/discussion processes...

DISTRICT REPORTING & MONITORING FOR COMPLIANCE

Below Accreditation Compliance Information will be provided to RAO's from various SDE Departments

- _____ 53. Accreditation: This Charter School follows the Oklahoma Charter Act & has a current application and up-to-date signed contract on file with OSDE. OAC 210:40-87-5; OAC 210:40-87-7
If no, provide details:

- _____ 54. *Special Education: This District is in compliance OR has completed all corrective action(s) required by the Office of Special Education in a timely manner as it pertains to the IDEA Act.
If no, provide details:

- _____ 55. *Child Nutrition: This District is in compliance OR has completed all corrective action(s) required by the Office of Child Nutrition Programs in a timely manner as it pertains to Federal regulations.
If no, provide details:

- _____ 56. *Federal Programs: This District is in compliance with all applicable requirements in a timely manner as it pertains to Federal Law.
If no, provide details:

- _____ 57. *Accountability: This District is in compliance with all applicable requirements in a timely manner as it pertains to the Office of Accountability.
If no, provide details:

- _____ 58. *OCAS: This District is in compliance with all applicable requirements in a timely manner as it pertains to Oklahoma Cost Accounting System (OCAS)? Mandated deadlines include
_____ Certification Sept. 1, Sept. 30, Dec. 1
_____ Estimate of Needs Oct. 1, Certification,
_____ Audit Submission to SDE March 31 OR April 30
_____ Exceeding Admin Cost
_____ Negative Ending Fund Balance
If no, provide details:

- _____ 59. *Alternative Education: This District is in compliance with all 16 criteria or on an approved Plan of Improvement in a timely manner as it pertains to Alternative Education.
If no, provide details:

- _____ 60. *Reading Sufficiency: This District is in compliance with all applicable requirements in a timely manner as it pertains to Reading Sufficiency Act. 70 O.S. § 1210.508

If no, provide details:

_____ 61. *School Personnel Records: This District is in compliance with all applicable requirements in a timely manner as it pertains to School Personnel Records.

If no, provide details:

CHARTER ELEMENTARY CHECKLIST

- _____ 1. Are handbooks provided to students, parents and teachers as required by SDE regulations? OAC 210:35-3-69
Documentation to upload: Copy of handbook cover & web address for each site's handbook posted online
- _____ 2. Does this site have a Safe School Committee who meet no less than once per year? 70 O.S. 24-100.5
Documentation to upload: minutes of meeting(s) & sign in sheet with names & titles of attendees. Be sure to include all 3 mandated topics of discussion (bullying, human trafficking & suicide)
- _____ 3. Does this site have a Healthy & Fit Committee who meet no less than once per year? 70 O.S. 24-100a
Documentation to upload: minutes of meeting(s) & sign in sheet with names & titles of attendees
- _____ 4. Is a minimum of one fire drill conducted each semester, in which all students and employees participate? Drills must be conducted within first 15 days of each semester & posted on the School Security webpage. 70 O.S. § 5-149
Documentation: Print email from school security verifying receipt of information
- _____ 5. Is a minimum of one tornado drills conducted in both September and March of the school year, in which all students & employees participate? Information must be posted on the School Security webpage. 70 O.S. § 5-149
Documentation: Print email from school security verifying receipt of information
- _____ 6. Is a minimum of four security drills conducted per school year, in which all students & employees participate? Two must be performed within the first 15 days of each semester & posted on the School Security webpage. 70 O.S. § 5-148
Documentation: Print email from school security verifying receipt of information
- _____ 7. Are two additional drills performed that are consistent with the risks assessed for the site & posted on the School Security webpage? 70 O.S. § 5-149
Documentation: Print email from school security verifying receipt of information
- _____ 8. Does the school have a diabetes medical management plan developed for each student with diabetes and written parent consent has been given for administration of Glucagon? Has a supervisor overseeing all plans completed mandated training? 70 O.S. § 1210.196.2 & 70 O.S. § 1210.196.9
Site Supervisor Name _____
Documentation to Upload: Copy of certificate of completion for supervising staff (renewed yearly) & a copy of waiver or medication form showing administration procedures for Glucagon.
- _____ 9. Do all students of all grade levels have a required immunizations record, or a state approved exemption form on file **prior** to their admission to school? 70 O.S. § 1210.191
Documentation: Signed assurance letter from principal & record of immunization for each student made available for review
- ___ 10. Do all kindergarten, first, and third-grade students receive a vision screening as required by state law and the school reports completion of vision screenings, including number of students receiving comprehensive eye exams? OAC 210:35-3-109

Documentation: printout from SSO Vision Screening link showing current year status as complete

-
11. Are all students are enrolled in a minimum of six periods of rigorous instruction? 70 O.S. § 1-111

Documentation: Copy of school schedule; access to student schedules and transcripts

-
12. Is the district compliant with the ten-day activity rule for grades 7th-12th and maintains adequate records of classes missed for school sponsored activities? OAC 210:35-17-2

Documentation: to be provided during FQSR and ASR visits

-
13. Do all full day Kindergarten thru 5th grade students receive no less than 120 minutes per week of physical activity, of which 60 minutes must be in P.E. class setting? 70 O.S. § 11-103.9

Documentation: Uploaded schedule indicating weekly physical education times

-
14. * Have all athletic coaches of any EL/MS competitive teams completed a course in Care and Prevention of Athletic Injuries prior to the first practice/game? OAC 210:35-5-45; OAC 210:35-7-44; OAC 210:35-9-44

Documentation: College Transcript or Certificate of Completion for all head, assistant, adjunct, lay & volunteer coaches

-
- 15a. *Have all athletic coaches (7th – 8th grade) completed training in Sudden Cardiac Arrest prior to the first practice/game? 70 O.S. § 24-156

Documentation: Sudden Cardiac Arrest certificate of completion for all head, assistant, adjunct, lay & volunteer coaches

-
- 15b. *All 7th – 8th grade students in an athletic activity and the student's parent/guardian, prior to participation in an athletic activity, signed and returned a Sudden Cardiac Arrest Acknowledgment sheet. 70 O.S. § 24-156

Documentation: software printouts or information sheets signed by both student & parent

-
16. Does this site have a minimum of one certified teacher & one noncertified staff member that is trained in CPR & the Heimlich manoeuvre? 70 O.S. § 1210.199

Documentation to upload: copy of current (not expired before spring accreditation) CPR Certification cards for designated staff-please label Cert. & NC

Certified Teacher trained in CPR & Heimlich

Noncertified Staff trained in CPR & Heimlich

TYWĦAOW JĦSJA

igiwonihisdi dinigtiyi

Our Language Keepers

Qualifications and Selection Criteria for TYWĦAOW JĦSJA:

GENERAL QUALIFICATIONS

Our Language Keepers will be expected to bring to the Board a broad range of knowledge and depth of experience from their chosen profession, as well as an understanding of the culture and values of the Cherokee Language and the Cherokee Community.

Directors should have a fundamental understanding of their role and responsibility to the Cherokee Language. A position as one of the Language Keepers is not a public office, and although the Board will be representative of the Cherokee Language, Community and Committee which it serves, the Director's primary responsibility is to act at all times in the best interests of the revitalization of the Cherokee Language. This duty is both a legal obligation and is a requirement of the Board By-Laws.

Directors should possess integrity, be willing to articulate his or her views frankly, be able to work productively with others, and have the ability and willingness to commit the time and effort required.

Directors should be fully informed regarding their responsibilities and liabilities as a Director prior to a commitment to serve.

Cherokee Language Board Appointees must be physically and emotionally able to serve, and possess the following attributes:

1. DSĦBL OĠJOWLT İ4OW DHCWY OWSSY SOWPET DOW CWY
OWOWŦŦŦOW OŦOWİİ TOĠOWSY İ4OW
Appointee must be accountable to the Cherokee community and its values.
2. DSĦBL SGSTOW İJAOWĦVA İ4OW, OCHYL DLOWV OOWA DOW OİOW İ4OW BOW
EGOWMTWT.
Appointee must be objective, fair and kind in approach and intention.
3. DSĦBL OSVOWŦOW İ4OW DOW OŦOWİİ TGOWSY İ4OW CWY SOWAOW DOW
OWOW OĠJOWLT İ4OW TLŦRAOW SOWAOW. Appointee must be
knowledgeable, experienced and passionate in the Cherokee language and culture and/or
current Native Language Revitalization efforts.

4. D58BL DSCs ፋውታ , ማኑፋላታ, ጥቅር ለሰላም, ለፍጥነት ለሰላም ፋውታ.

Appointee must be reliable, discerning and tenacious in spirit and demeanor.

5. D583J EQL0JAC: TG70VJ I40J, SG70 DL07CVJ, EGGR000T h7R0 D0 DK4J h7R0 h5ic0 A70J.

Appointee must be humble, reasonable, cooperative and patient in social situations.

6. **DS&BL Dဆံ့ဒါဆံ့ယု ဣမံၤ ငံၤယု နံၤဟံၤဆံၤ**

Appointee must advocate for the Cherokee language to the point of being evangelistic.

7. DS෪෦෦෦ ආර්ථික දර්ශකයේ ප්‍රතිඵලයක් ලෙසින් 20෦෦ වසරේ මුළු ජාතික නිෂ්පාදියේ වර්ධනය 1.5% ක් විය.

Appointee must be open-minded to new language revitalization methodologies and possess the ability to assess and modify strategic language plans.

History of Cherokee Immersion Charter School

On July 13, 1991, the Cherokee Nation Language and Cultural Preservation Act was signed, providing for the promotion and preservation of Cherokee language, history and culture. The Act formally recognized that the survival of a people is dependent upon their capacity to preserve and protect their culture and language.

In 2001, ᑕᑦᑦᑦᑦᑦᑦᑦᑦ tsalagi tsudelokuasdi known as the Cherokee Immersion School was started as a Cherokee language preservation program with 26 students and four staff members.

In 2011, the OKSDE approved the charter between Cherokee Nation and ᑕᑦᑦᑦᑦᑦᑦᑦᑦ tsalagi tsudelokuasdi creating first tribally sponsored charter school now known as the Cherokee Immersion Charter School. Today, the school has grown to about 110 students in grades pre-K through 8th grade. The curriculum is Oklahoma Department of Education grade level standards but the instruction is taught exclusively in the Cherokee language, both written and spoken. The Sequoyah syllabary is used for all print materials.

The Immersion School continues to graduate second language Cherokee Speakers. Since 2012, 244 students have graduated 8th grade from Cherokee Immersion Charter School in 2021, construction began for the new Durbin Feeling Language Center which will be a state-of-the-art school for Immersion students in Tahlequah. Construction was completed, with students moving in in January 2024. In August 2023, the immersion school expanded to opening a second school in Stilwell, now known as the Greasy Immersion Charter School.

CHEROKEE IMMERSION CHARTER SCHOOL DATA

2023-2024 Demographics

<u>Male</u>	<u>Female</u>	<u>Native</u>	<u>Non Native</u>	<u>County residenc</u>	<u>Parents CN employee</u>	<u>Parents not CN employee</u>
<u>60</u>	<u>51</u>	<u>98</u>	<u>13</u>	<u>Adair 7</u> <u>Cherokee 98</u> <u>Mayes 3</u> <u>Muskogee 2</u> <u>Sequoyah 5</u>	<u>*</u> <u>-</u>	<u>*</u> <u>-</u>

*Will have the missing parts in this chart after looking at the Impact Aid surveys

ATTENDANCE RATE:

<u>YEAR</u>	<u>RATE</u>
2011-2012	94.3
2012-2013	93
2013-2014	94.5
2014-2015	94
2015-2016	93.5
2016-2017	94
2017-2018	96
2018-2019	93.2
2019-2020	94.7
2020-2021	94.7
2021-2022	92.7
2021-2023	92.5
2023-2024	93.4

* Information taken from the Student Information System - Infinite Campus - Statistical Summary Report

SCHOOL REPORT CARD DATA:

Indicators for the school report card are:

Academic Achievement - How prepared are students for the next grade, course or level? Points possible 35

Academic Growth - How are students growing compared to their performance the previous year? Points possible 30

English Language Proficiency - How well are English Learners meeting their language - acquisition targets? Points possible 10

Chronic Absenteeism - What percentage of students is in good attendance? Points possible 10

*For the school years 2019-2020 and 2020-2021 accountability related aspects were suspended through a waiver granted by the U.S. Department of Education; therefore, data for waived indicators are not available for these school years

Year	Perf Multiplier	Growth Multiplier	Bottom growth	Total Bonus Points	Overall Grade	Letter grade
2010-2011	No data	No data	No data	No data	No data	No data
2011-2012	No data	No Data	No data	No data	No data	No data
2012-2013	No data	No data	No data	No data	No data	No data
2013-2014	50	25	25	10	57	F
2014-2015	50	25	25	8	56	F
2015-2016	Reading F (69/42)	Math F (69/35)	Science F (30/23)	Soc Stu F (48/52)	39	F
2016-2017	50	25	25	8	65	D

Year	Academic Achievement	Academic Growth	Eng Lang Proficiency	Chronic Absenteeism	Overall
2017-2018	16% - D	49% - C	No data	92.47% - B	37% - D
2018-2019	21% - D	36% - D	No data	79.8% - F	28% - D
*2019-2020	No data	No data	No data	No data	No data
*2020-2021	No data	No data	No data	No data	No data
2021-2022	29% - D	50% - C	13% - C	76.74% - F	34% - D
2022-2023	15% - D	72% - B	17% - C	77.53% - F	37% - D
2023-2024					

*Information for school report card taken from the OSDE website - Accountability

CWY K – 2 Immersion Oral Language Assessment

Child's name (CWY): _____ Child's name (ᐱᐅᐅ): _____

Date: _____ Testers: _____ Grade: _____

1. Vocabulary
 - A. Nouns

Receptive: Tester says the word: child points to the item on the page.

Tester says:

ᐱᐅᐅᐅ ᐱᐅᐅᐅ ᐅᐅᐅᐅ ᐅᐅᐅᐅ ᐅᐅᐅᐅ ᐅᐅᐅᐅ ᐅᐅᐅᐅ.

Ha-tv-da-s-da ni-tsi-we-s-gv, wi-da-tse-tlv da-tli-lo-s-tv wa-se-ga.

(Listen to what I say and point to (it) the best one.)

Practice Page: ᐱᐅᐅᐅ ᐅᐅ ᐅ ᐅᐅᐅ; ᐅᐅᐅᐅ ᐅᐅ ᐅᐅ ᐅᐅ			
Page One	1 or -	Page Two	1 or -
Tester says: ᐅᐅᐅᐅ ᐅᐅ ᐅ ᐅᐅᐅ...			
1. ᐱᐅᐅᐅ ᐅᐅ ᐅ ᐅᐅ ᐅᐅ (Chair)		6. ᐅᐅᐅᐅ ᐅᐅ ᐅᐅ ᐅ ᐅᐅ (alligator)	
2. ᐅᐅᐅ ᐅ ᐅᐅ ᐅᐅ (seed)		7. ᐅᐅᐅᐅ ᐅᐅ ᐅᐅ ᐅᐅ ᐅᐅ ᐅᐅ (scissors)	
3. ᐅᐅ ᐅᐅ ᐅᐅ (raccoon)		8. ᐅᐅᐅ ᐅ ᐅᐅ ᐅᐅ (cedar tree)	
4. ᐅᐅᐅ ᐅᐅ ᐅᐅ ᐅᐅ (window)		9. ᐅᐅᐅᐅ ᐅ ᐅᐅ ᐅᐅ ᐅᐅ (fruit)	
5. ᐅᐅᐅ ᐅᐅ ᐅᐅ ᐅᐅ (shapes)		10. ᐅᐅᐅᐅ ᐅᐅ ᐅᐅ ᐅᐅ ᐅᐅ (bed)	

Score: ____/10

Productive: (Tester points to a picture: child offers Cherokee word.)

Tester says:

SV ᎠᎩᎠ ᎠᎩ ᎠᎩᎩᎩᎩ?

Ga-do u-s-di hi-a tsi-da-tli-lo-s-di?

(what is this picture?)

NOTE TO TESTER: If a child is uncertain which part of the picture they are to name, the tester may help direct the child to name the item being highlighted by the picture.

(If a child cannot name any of the first six move on to the next portion of the test.)

Practice Page: ᎠᎩ (bear); ᎠᎩ (pig)					
Page One Tester says: ᎠᎩᎩ da u s di...	Response 1 or -		Page two, cont.	Response 1 or -	
1. ᎠᎩᎩᎩᎩᎩ (oval) Ga nv hi da ga so qua lv			Page Three		
2. ᎠᎩᎩ (road) Nv no hi			7. ᎠᎩᎩᎩᎩ (spider) Ka a ne s gi		
3. ᎠᎩᎩᎩ (tooth) Ga nv do gv			8. ᎠᎩᎩᎩ (pillow) A qua s do		
Page Two			9. ᎠᎩᎩᎩᎩᎩᎩ (bathroom) Do ya u na tsv s di		
4. ᎠᎩᎩᎩ (spoon) A di do di					
5. ᎠᎩᎩᎩ (star) No q(ui) si					
6. ᎠᎩᎩᎩ (rope) S de yi da					

NOTE TO SCORER: Student can receive ½ point for any item they say in the plural rather than singular form. Student can receive ½ point for item 4 if they say *da tli I li sv*.

B. Adjective

Receptive: (Tester makes a statement; child points to the appropriate picture among three choices.)

Tester says:

ᎠᎩᎠᎩᎠᎩ ᎠᎩ ᎠᎩᎩ

(Pick the one I ask you to point to.)

Item	Choice 1	Choice 2	Choice 3
SV ᎠᎩᎩ ᎠᎩᎩᎩ ga-du u-s-di da-tli-lo-s-da	RECORDER: Put a ✓ in the child's choice		
Practice: ᎠᎩᎩᎩ a li he li s di (Happy)			
1. ᎠᎩᎩ wu ta nv (the biggest)			
2. ᎠᎩᎩ u di tle gi (the one that's hot)			
3. ᎠᎩᎩ wu ni go dv (the most)			
4. ᎠᎩᎩᎩᎩ u li tsi s qua ne (the one that is curly)			
5. ᎠᎩᎩ ᎠᎩᎩ (the loud one) Wa s da yv u no hyv gi			

Number of Items correct (count each ✓ in a bolden box): _____/5

II. Morphology

A. Pronouns on Verbs

Receptive: (Tester makes a statement; child points to the appropriate picture among three choices.)

Tester says:

ᏅᏍᏗᏗᏍᏗ ᏅᏍᏗᏗᏍᏗ, ᏅᏍᏗᏗᏍᏗ ᏅᏍᏗᏗᏍᏗ ᏅᏍᏗᏗᏍᏗ.

Ha-tv-da-s-da ni-tsi-we-s-gv, wi-da-tse-tlv di-tli-lo-s-ta-nv wa-se-ga.

(Listen to what I say and point to what I say.)

Practice: ᏅᏍᏗᏗᏍᏗ (He is jumping.)			
Sentence prompts		Choice 1	Choice 2
Tester says: ᏅᏍᏗᏗᏍᏗ da u s di...		Recorder: put a ✓ in the child's choice	
1. ᏅᏍᏗᏗᏍᏗ (They are crawling) Da na da si ni do a			
2. ᏅᏍᏗᏗᏍᏗ (They are painting) Da ni lo ni ge			
3. ᏅᏍᏗᏗᏍᏗ (He is reading) A go li ye a			
4. ᏅᏍᏗᏗᏍᏗ (They are writing) Da no we li a			
5. ᏅᏍᏗᏗᏍᏗ (It is singing.) De ka no gi a			

Number of Items Correct (count each ✓ in a shaded box): _____/5

B. Verbs – Singular and Plural

Productive (Tester points to a picture, child offers the Cherokee Word.)

Tester says: ᏍᎩ ᏳᏂᏳᏍᏗ? ᏍᎩ ᏳᏂᏳᏍᏗ?

Ga-do a-dv-ne-ha? Ga-do a-na-dv-ne?

SCORER: Write exactly what you hear the child say. Put (1) in each part of the verb that is correct and (-) in each part that is incorrect.		Prefix (person marker)	Root (word meaning)	Stem (tense)	Prefix (person marker)	Root (word meaning)	Stem (tense)
Practice: ᏳᏂᏳᏍᏗ/ᏳᏂᏳᏍᏗ	Child's Response						
1. ᏍᎩᏳᏂᏳᏍᏗ (She is jumping)							
2. ᏳᏂᏳᏍᏗᏍᏗ (He is listening)							
3. ᏳᏂᏳᏍᏗ (She is sitting)							
4. ᏳᏂᏳᏍᏗ (He is talking)							
5. ᏳᏂᏳᏍᏗ (She is swimming)							
6. ᏳᏂᏳᏍᏗ (She is watching)							
7. ᏳᏂᏳᏍᏗ (He is throwing)							
8. ᏳᏂᏳᏍᏗ (He is reading)							
9. ᏳᏂᏳᏍᏗ (He is singing)							
10. ᏳᏂᏳᏍᏗ (She is writing)							
		Singular Totals			Plural Totals		

Total number of Correct Morphemes: ____/30

Part III Locatives

Receptive: (Use car and penny props from test kit. Tester gives a command; child responds non-verbally by placing the object where instructed.)

NOTE TO TESTER: While giving the below instructions, demonstrate with the penny that the child will move the penny, not the car.

ᐱᐞᐞ ᐱᐞᐞᐞᐞᐞᐞᐞ ᐱᐞᐞᐞᐞᐞ. hi-a-na sa-quu-ya-da-na-te-di hv-di-he-s-di.

(Tester holds up the penny.)

ᐱᐞᐞᐞᐞᐞ ᐞᐞᐞᐞᐞᐞᐞ. ni-tsi-we-s-gv hna-dv-ne-he-s-di.

(Tester holds up car.)

ᐞᐞᐞᐞᐞ ᐞᐞᐞ ᐞᐞᐞᐞᐞᐞᐞ. Ha-tv-d-a-s-da hna-dv-ga ni-tsi-we-s-gv-i.

(This is a penny. This is a car. Listen and do what I say.)

Give the Penny to the child.

Practice Item; ᐱᐞᐞᐞᐞ ᐞᐞᐞᐞᐞᐞ ᐞᐞᐞ. Di-gi-tu-le-ni u-hna-gv-no-se-li hi-li-ga.

(Put it in the car.)

Item:	1 or -
1. ᐱᐞᐞᐞ ᐞᐞᐞᐞ ᐞᐞᐞᐞ. Diktuleni gadudidlv hitlahvga. (Put it on top of the car.)	
2. ᐱᐞᐞᐞ ᐞᐞᐞᐞᐞ ᐞᐞᐞᐞ. Diktuleni hawiniditlv hihvga. (Put it under the car.)	
3. ᐱᐞᐞᐞ ᐞᐞᐞᐞ ᐞᐞᐞᐞ. Diktuleni navditlv hihvga. (Put it beside the car.)	
4. ᐱᐞᐞᐞ ᐞᐞᐞᐞᐞ ᐞᐞᐞᐞ. Diktuleni onididla hihvga. (Put it behind the car)	
5. ᐱᐞᐞᐞ ᐞᐞᐞᐞᐞ ᐞᐞᐞᐞ. Diktuleni agvyadidlv hihvga. (Put it in front of the car.)	

Number of Items Correct: ____/5

Productive: Tester asks child where the penny object is (in relation to the car). Child responds by starting where the object is. Tester/Recorder writes down exactly what the child says.

Tester says:

ᏈᏍ, Ꮓ ᏗᏐᏐᏗᏍ, ᏈᏍ ᏈᏍ.

Kama, nihi sginohisi, hatlv ahv.

(Now, you tell me where the penny is.)

Item:	Correct Locative?
1. (Tester places penny on top of the car.) {gadu atlaha} Child's Response:	Y/N
2. (Tester places penny in the car.) {Digituleno Hitlvga} Child's Response:	Y/N
3. (Tester places penny under the car.) {hawiniditlv hihvga} Child's Response:	Y/N
4. (Tester places penny beside the car.) {Navhni gesdi; uliditlv hihvga} Child's Response:	Y/N
5. (Tester places penny behind the car.) {ohnididla hihvga} Child's Response:	Y/N
6. (Tester places penny in front of the car.) {agvyaditlv hihvga} Child's Response:	Y/N

Number of Items Correct: ____/6

IV. Story Retelling:

Productive: Tester tells child a three-part sequence story while pointing to the pictures. Child will re-tell the story as the tester points to the same pictures.)

Tester Says:

ᐃᐃᐱ ᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ. ᐃᐱᐱᐱ ᐱᐱᐱᐱ, ᐱᐱᐱᐱ, ᐱᐱᐱᐱ ᐱᐱᐱᐱ.

Listen to this story and look closely at the pictures. When I finish, you will have to tell me what I said.

Story:

ᐱᐱ ᐃᐱᐱᐱ ᐃᐱᐱᐱ. ᐃᐱ, ᐱᐱ ᐃᐱᐱ ᐱᐱᐱᐱ ᐱᐱ ᐱᐱᐱᐱ ᐃᐱᐱ. ᐱᐱᐱ ᐱᐱᐱ ᐃᐱᐱᐱ. ᐱᐱ ᐱᐱ ᐱᐱᐱᐱ. ᐱᐱ ᐱᐱᐱ. ᐱᐱᐱᐱᐱ ᐱᐱᐱ ᐃᐱᐱᐱ ᐱᐱᐱ ᐱᐱ ᐱᐱᐱᐱ ᐱᐱᐱᐱᐱ.

Sami atsilvsfi awisga. Agvyi, gada osda nuwanele gado nowi utalese ayetli. Ugata utlane atatlesvi. Gada gvdi uwutlvnei. Ama usdudle. Nigohilvnawu uwodu atsilvsfi utvse. Noquu sginohisi nulistanidolvi.

Sam is planting the flower. First, he fixed the dirt and made a hole. He put the seed in the hole. He covered it with dirt. He watered it. Before long a pretty flower grew. Now, you tell me what happened.

Record child's response here:

Rating:

1

2

3

4

(Circle one) (isolated Cherokee words only). (one complete sentence) (several complete, isolated sentences). (complete sentences that tell a story)

Productive: (Tester points to a picture: child offers Cherokee word.)

Tester says:

SV ᎠᎩᎠ ᎠᎩ ᎠᎩᎩᎩᎩ?

Ga-do u-s-di hi-a tsi-da-tli-lo-s-di?

(what is this picture?)

NOTE TO TESTER: If a child is uncertain which part of the picture they are to name, the tester may help direct the child to name the item being highlighted by the picture.

(If a child cannot name any of the first six move on to the next portion of the test.)

Practice Page: ᎠᎩ (bear); ᎠᎩ (pig)					
Page One Tester says: ᎠᎩᎩ ᎠᎩ Ꭹ di...	Response 1 or -		Page two, cont.	Response 1 or -	
1. ᎠᎩᎩᎩᎩᎩ (oval) Ga nv hi da ga so qua lv			10. ᎠᎩᎩᎩᎩ (sun) Nv do I ga e hi		
2. ᎠᎩᎩ (road) Nv no hi			11. ᎠᎩᎩᎩᎩ (table) A li s da yi di		
3. ᎠᎩᎩᎩ (tooth) Ga nv do gv			12. ᎠᎩᎩᎩ (rabbit) Tsi s du		
4. ᎠᎩᎩᎩᎩᎩ (calendar) Nv do di se s di			Page Three		
5. ᎠᎩᎩᎩᎩ (flower) A tsi lv s gi			13. ᎠᎩᎩᎩᎩ (spider) Ka na ne s gi		
6. ᎠᎩᎩᎩ (toad) Wa lo si			14. ᎠᎩᎩᎩᎩ (pillow) A qua s do		
Page Two			15. ᎠᎩᎩᎩᎩᎩᎩ (bathroom) Do ya u na tsv s di		
7. ᎠᎩᎩᎩᎩ (spoon) A di do di			16. ᎠᎩᎩᎩᎩ (mountain) o-da-lv		
8. ᎠᎩᎩᎩᎩ (star) No q(ui) si			17. ᎠᎩᎩᎩᎩ (egg) U we tsi		
9. ᎠᎩᎩᎩᎩᎩ (rope) S de yi da			18. ᎠᎩᎩᎩᎩᎩᎩ (light) A tsv yi s di		

NOTE TO SCORER: Student can receive ½ point for any item they say in the plural rather than singular form. Student can receive ½ point for item 4 if they say *da tli I li sv*.

B. Adjective

Receptive: (Tester makes a statement; child points to the appropriate picture among three choices.)

Tester says:

ᎠᎩᎠᎩᎠᎩ ᎠᎩ ᎠᎩᎩ

(Pick the one I ask you to point to.)

Item	Choice 1	Choice 2	Choice 3
SV ᎠᎩᎩ ᎠᎩᎩᎩ ga-du u-s-di da-tli-lo-s-da	RECORDER: Put a ✓ in the child's choice		
Practice: ᎠᎩᎩᎩ a li he li s di (Happy)			
1. ᎠᎩᎩ wu ta nv (the biggest)			
2. ᎠᎩᎩ u di tle gi (the one that's hot)			
3. ᎠᎩᎩ wu ni go dv (the most)			
4. ᎠᎩᎩᎩᎩ u li tsi s qua ne (the one that is curly)			
5. ᎠᎩᎩᎩ ᎠᎩᎩᎩ (the loud one) Wa s da yv u no hyv gi			
6. ᎠᎩᎩᎩᎩ (the highest one) Wa ga lv la di yv			
7. ᎠᎩᎩᎩ (the open one) A s du I da			
8. ᎠᎩᎩᎩ (the one that's sharp) Go s da yi			
9. ᎠᎩ ᎠᎩᎩᎩ (the one that's full) Ka li a dli s dv			
10. ᎠᎩᎩᎩᎩ (the one that's slow) U s go no li			

Number of Items correct (count each ✓ in a bolden box): _____/10

II. Morphology

A. Pronouns on Verbs

Receptive: (Tester makes a statement; child points to the appropriate picture among three choices.)

Tester says:

ᏅᏍᏗᏗᏗ ᏅᏍᏗᏗᏗ, ᏅᏍᏗᏗᏗ ᏅᏍᏗᏗᏗ ᏅᏍᏗᏗᏗ.

Ha-tv-da-s-da ni-tsi-we-s-gv, wi-da-tse-tlv di-tli-lo-s-ta-nv wa-se-ga.

(Listen to what I say and point to what I say.)

Practice: ᏅᏍᏗᏗᏗ (He is jumping.)			
Sentence prompts		Choice 1	Choice 2
Tester says: ᏅᏍᏗᏗᏗ da u s di...		Recorder: put a ✓ in the child's choice	
1. ᏅᏍᏗᏗᏗᏗ (They are crawling) Da na da si ni do a			
2. ᏅᏍᏗᏗᏗᏗ (They are painting) Da ni lo ni ge			
3. ᏅᏍᏗᏗᏗᏗ (He is reading) A go li ye a			
4. ᏅᏍᏗᏗᏗᏗ (They are writing) Da no we li a			
5. ᏅᏍᏗᏗᏗᏗ (It is singing.) De ka no gi a			
6. ᏅᏍᏗᏗᏗᏗ (They are running) A na (da) tla I			
7. ᏅᏍᏗᏗᏗᏗ (They are sitting.) A ni na			
8. ᏅᏍᏗᏗᏗᏗ (She is dancing.) A li s gi a			
9. ᏅᏍᏗᏗᏗᏗ (They are drinking.) Da na di ta s ga			
10. ᏅᏍᏗᏗᏗᏗᏗᏗ (She is cooking.) A d as da yv hv s ga			

Number of Items Correct (count each ✓ I a shaded box): _____/10

Part III Locatives

Receptive: (Use car and penny props from test kit. Tester gives a command; child responds non-verbally by placing the object where instructed.)

NOTE TO TESTER: While giving the below instructions, demonstrate with the penny that the child will move the penny, not the car.

ᐱᐞᐞ ᐱᐞᐞᐞᐞᐞᐞᐞ ᐱᐞᐞᐞᐞᐞ. hi-a-na sa-quu-ya-da-na-te-di hv-di-he-s-di.

(Tester holds up the penny.)

ᐱᐞᐞᐞᐞᐞ ᐞᐞᐞᐞᐞᐞᐞ. ni-tsi-we-s-gv hna-dv-ne-he-s-di.

(Tester holds up car.)

ᐞᐞᐞᐞᐞ ᐞᐞᐞ ᐱᐞᐞᐞᐞᐞᐞ. Ha-tv-d-a-s-da hna-dv-ga ni-tsi-we-s-gv-i.

(This is a penny. This is a car. Listen and do what I say.)

Give the Penny to the child.

Practice Item; ᐱᐞᐞᐞᐞ ᐞᐞᐞᐞᐞᐞ ᐱᐞᐞ. Di-gi-tu-le-ni u-hna-gv-no-se-li hi-li-ga.

(Put it in the car.)

Item:	1 or -
1. ᐱᐞᐞᐞ ᐞᐞᐞᐞ ᐱᐞᐞᐞ. Diktuleni gadudidlv hitlahvga. (Put it on top of the car.)	
2. ᐱᐞᐞᐞ ᐞᐞᐞᐞᐞ ᐱᐞᐞᐞ. Diktuleni hawiniditlv hihvga. (Put it under the car.)	
3. ᐱᐞᐞᐞ ᐞᐞᐞᐞ ᐱᐞᐞᐞ. Diktuleni navditlv hihvga. (Put it beside the car.)	
4. ᐱᐞᐞᐞ ᐞᐞᐞᐞᐞ ᐱᐞᐞᐞ. Diktuleni onididla hihvga. (Put it behind the car)	
5. ᐱᐞᐞᐞ ᐞᐞᐞᐞᐞ ᐱᐞᐞᐞ. Diktuleni agvyadidlv hihvga. (Put it in front of the car.)	

Number of Items Correct: ____/5

Productive: Tester asks child where the penny object is (in relation to the car). Child responds by starting where the object is. Tester/Recorder writes down exactly what the child says.

Tester says:

ᏈᏍ, ᏱᏱ ᏗᏐᏐᏱᏱ, ᏈᏍ ᏈᏍ.

Kama, nihi sginohisi, hatlv ahv.

(Now, you tell me where the penny is.)

Item:	Correct Locative?
1. (Tester places penny on top of the car.) {gadu atlaha} Child's Response:	Y/N
2. (Tester places penny in the car.) {Digituleno Hitlvga} Child's Response:	Y/N
3. (Tester places penny under the car.) {hawiniditlv hihvga} Child's Response:	Y/N
4. (Tester places penny beside the car.) {Navhni gesdi; uliditlv hihvga} Child's Response:	Y/N
5. (Tester places penny behind the car.) {ohnididla hihvga} Child's Response:	Y/N
6. (Tester places penny in front of the car.) {agvyadidlv hihvga} Child's Response:	Y/N

Number of Items Correct: ____/6

IV. Story Retelling:

Productive: Tester tells child a three-part sequence story while pointing to the pictures. Child will re-tell the story as the tester points to the same pictures.)

Tester Says:

ᐃᐃᐱ ᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ. ᐃᐱᐱᐱ ᐱᐱᐱᐱ, ᐱᐱᐱᐱ, ᐱᐱᐱᐱ ᐱᐱᐱᐱ.

Listen to this story and look closely at the pictures. When I finish, you will have to tell me what I said.

Story:

ᐱᐱ ᐃᐱᐱᐱ ᐃᐱᐱᐱ. ᐃᐱ, ᐱᐱ ᐃᐱᐱ ᐱᐱᐱᐱ ᐱᐱ ᐱᐱᐱᐱ ᐃᐱᐱ. ᐱᐱᐱ ᐱᐱᐱ ᐃᐱᐱᐱ. ᐱᐱ ᐱᐱ ᐱᐱᐱᐱ. ᐱᐱ ᐱᐱᐱᐱ. ᐱᐱᐱᐱᐱ ᐱᐱᐱ ᐃᐱᐱᐱ ᐱᐱᐱ ᐱᐱ ᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ.

Sami atsilvsfi awisga. Agvyi, gada osda nuwanele gado nowi utalese ayetli. Ugata utlane atatlesvi. Gada gvdi uwutlvnei. Ama usdudle. Nigohilvnawu uwodu atsilvsfi utvse. Noquu sginohisi nulistanidolvi.

Sam is planting the flower. First, he fixed the dirt and made a hole. He put the seed in the hole. He covered it with dirt. He watered it. Before long a pretty flower grew. Now, you tell me what happened.

Record child's response here:

Rating:

1

2

3

4

(Circle one) (isolated Cherokee words only). (one complete sentence) (several complete, isolated sentences). (complete sentences that tell a story)

-

Highlights from the Oklahoma Charter School Act

Charter schools are public schools that are allowed greater flexibility for greater accountability. For example, charter schools are not required to adhere to the Teacher and Leader Effectiveness standards set by the state of Oklahoma, but charters that do not meet performance standards may be closed by their sponsors. A charter school maintains its own board of governance in addition to being accountable to their sponsor (authorizer) that should advise and closely monitor charter school leadership. The Oklahoma Charter School Act lists seven (7) purposes for charter schools:

1. Improve student learning;
2. Increase learning opportunities for students;
3. Encourage the use of different and innovative teaching methods;
4. Provide additional academic choices for parents and students;
5. Require the measurement of student learning and create different and innovative forms of measuring student learning;
6. Establish new forms of accountability for schools; and
7. Create new professional opportunities for teachers and administrators including the opportunity to be responsible for the learning program at the school site.

Charters are accountable to their sponsors (authorizers). Charter school contracts can be approved for no longer than five years at a time, and must include criteria by which effectiveness of the school will be measured. Sponsors must give written notice and explanation of their intent to deny requests for renewal at least 8 months prior to expiration of contracts. However, if a charter school fails to meet the standards outlined in its contract, its sponsor may give only 90 days written notice of intent to terminate.

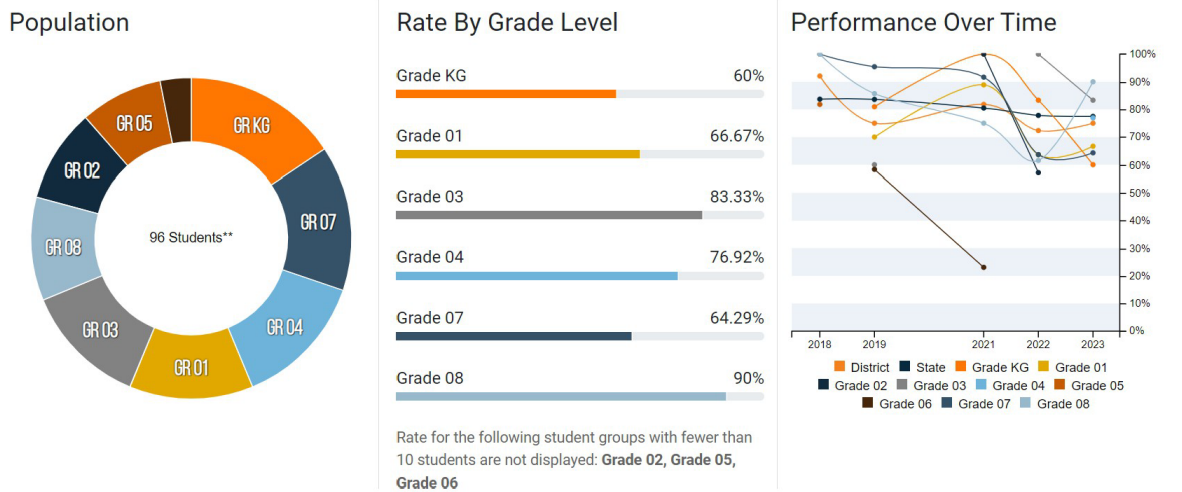
Charters are accountable to their boards. When charters are run well, their advisory or governance boards maintain high performance standards and take corrective action when needed. Every charter operation falls under their purview, from finances to teacher evaluation. Advisory boards must follow the Open Meetings Act.

Charters are accountable to the SDE. Like any other public school, charters must go through an accreditation process which is run through the Office of Accreditation at the SDE. This is to ensure that charters are compliant with all federal and state laws. Additionally, charters are graded on the A-F Report Card.

Unless it is provided in the Oklahoma Charter Schools Act and the charter of a charter school, a charter school is exempt from all statutes and rules relating to schools, boards of education and school districts. With these additional flexibilities and de-regulations afforded to charter schools, a charter school is not required to employ an individual who holds a valid Oklahoma teaching certificate. While most charter schools do employ Oklahoma certified teachers, they are not required to do so. This applies to all Oklahoma charter schools, including those sponsored by a federally recognized Indian tribe, a charter school focusing on a language immersion program, virtual charter schools and/or brick and mortar charter schools. The statutory compliance requirements for charter schools can be generally located at [this link](#). Tribally operated charter schools and other charter schools may choose to operate their own certification process unique to the qualifications appropriate for a teacher at their school; provided, except as provided in 70 O.S. § 5-142(E), all individuals must satisfactorily undergo and clear a national criminal history record check prior to employment in a public school (charter or non-charter).

From 2022-23 School Report Card
Grade Levels

The data in this section compares the performance of students at each grade level.



CHRONIC ABSENTEEISM



This indicator shows the percentage of students in good attendance.

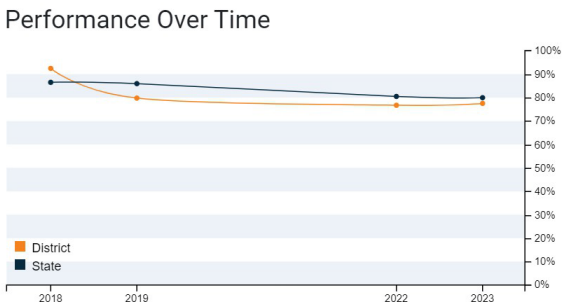
Points Earned: 1.76 of 10

View the bottom graph to see how the district performance compares to other Oklahoma schools.

Chronic Absenteeism

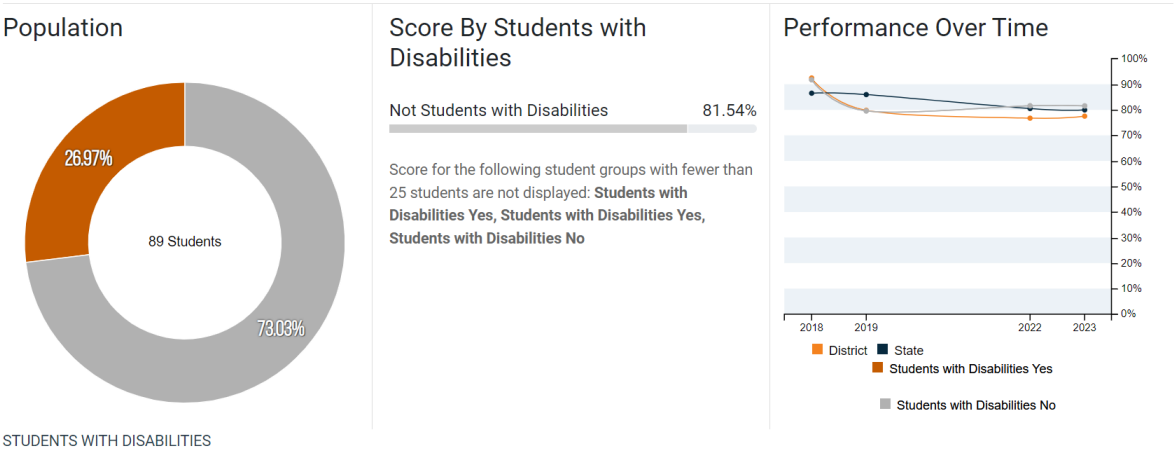


Race/Ethnicity / Select Subgroup



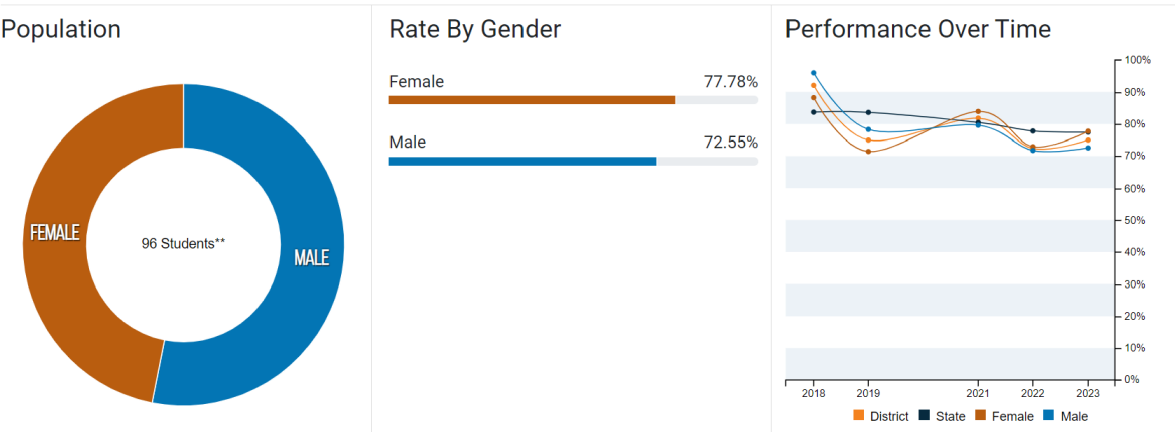
Students with Disabilities

Data displayed in the pie chart show the percentage of students with a disability (SWD) in the total population. Data displayed in the bar chart compares the percentage of SWDs in good attendance with their peers who do not have a disability.



Gender

The data in this section display the population and compare the performance of students identified by gender. This comparison helps gauge how well the school's programs are working to support all learners.



ASSESSMENT PERFORMANCE

All English Math Science



Why do we measure this?

Oklahoma is committed to ensuring that all students graduate ready for life after high school. Student performance on state tests is one measure of that readiness. Student performance on Oklahoma's statewide tests in English language arts, mathematics, and science is reported at one of four performance levels.

What was measured?

Data displayed here show the percentage of students meeting or exceeding grade-level standards by scoring at or above the proficient level on their state test.

View the bottom graph to see how the district performance compares to other Oklahoma schools.

Assessment Performance



All English Math Science

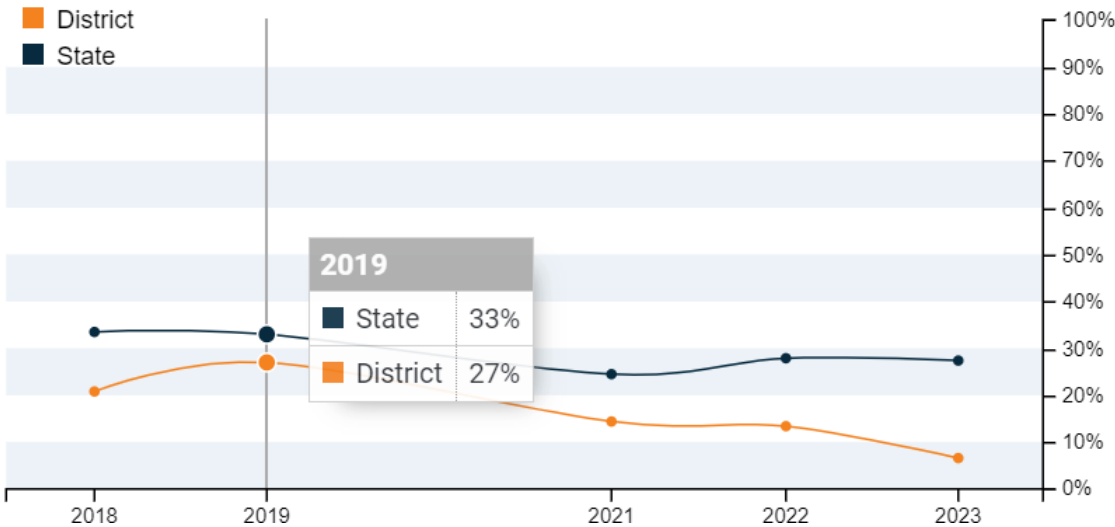


Assessment Performance



Select Student Group ▾

Performance Over Time



All English Math Science

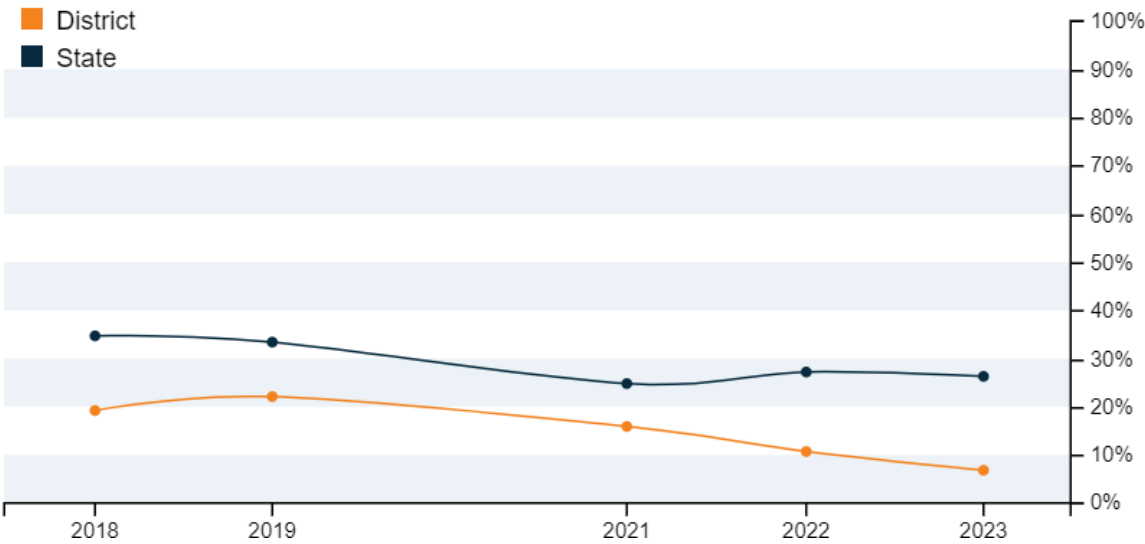


Assessment Performance



Select Student Group ▾

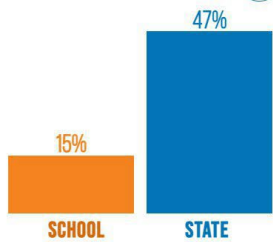
Performance Over Time



ACADEMIC ACHIEVEMENT

How prepared are students for the next grade, course or level?

Points Possible: 35

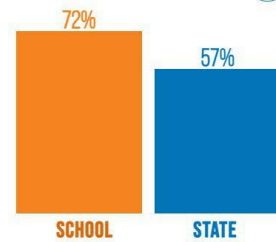


[MORE DETAILS >](#)

ACADEMIC GROWTH

How are students growing compared to their performance the previous year?

Points Possible: 30

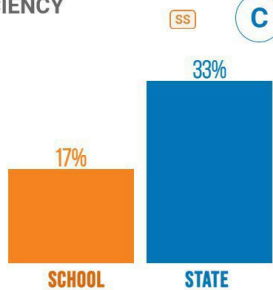


[MORE DETAILS >](#)

ENGLISH LANGUAGE PROFICIENCY PROGRESS

How well are English learners meeting their language-acquisition targets?

Points Possible: 10

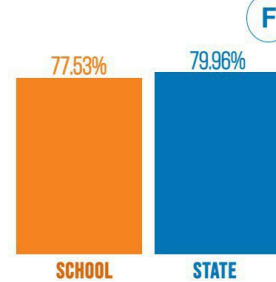


[MORE DETAILS >](#)

CHRONIC ABSENTEEISM

What percentage of students is in good attendance?

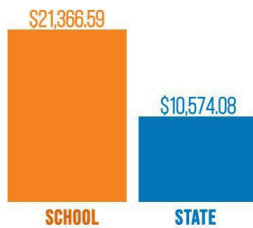
Points Possible: 10



[MORE DETAILS >](#)

FINANCIALS

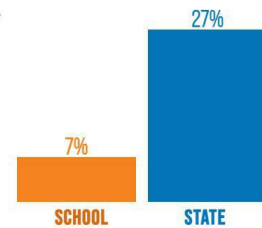
What is the expenditure per pupil for the day-to-day operation of schools and local educational agencies (LEAs)?



[MORE DETAILS >](#)

ASSESSMENT PERFORMANCE

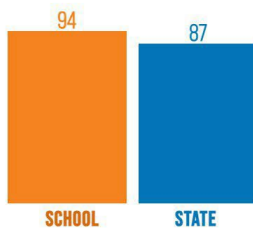
What percentage of students met or exceeded grade-level standards by scoring at or above the proficient level on the state test?



[MORE DETAILS >](#)

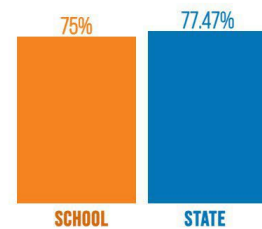
STUDENT PROGRESS

What is the average value earned across all students?



ATTENDANCE

What percentage of students were in good attendance?



All English **Math** Science

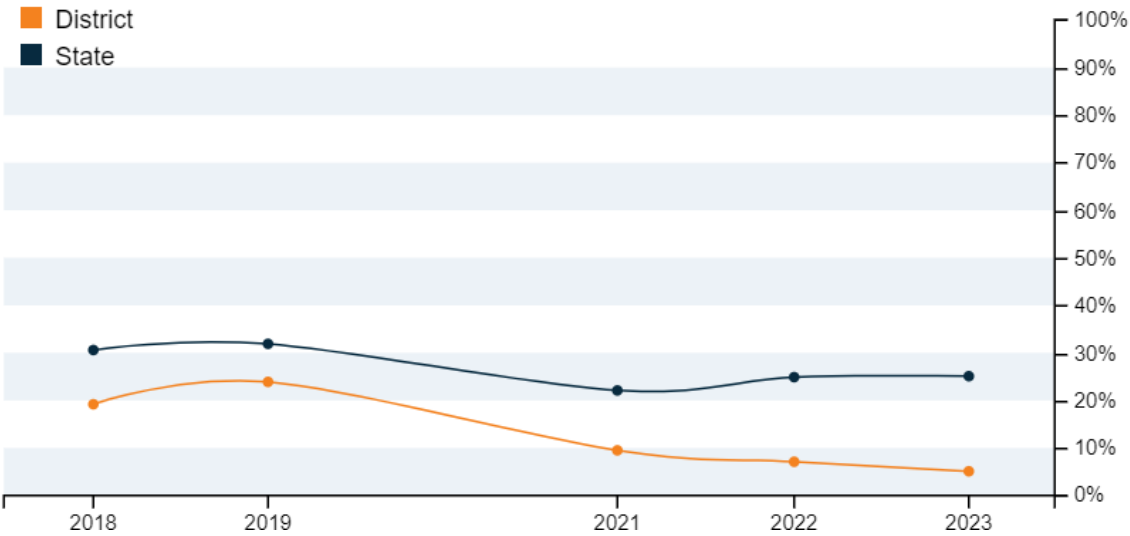


Assessment Performance



Select Student Group ▾

Performance Over Time



All English Math **Science**



Assessment Performance



Select Student Group ▾

Performance Over Time

