



NATIVE AMERICAN LIBRARY SERVICES ENHANCEMENT GRANTS

Sample Application NAE-259233-OLS-25

Osage Nation

Amount awarded by IMLS: \$123,883

The Osage Nation will enhance library resources at Osage Nation's Daposka Ahnkodapi Elementary School. Project funds will provide an infusion of new books and educational materials to augment students' opportunities for literacy development, cultural exploration, and academic support. With a carefully selected collection of books, digital resources, and culturally relevant materials, the project will create a library that resonates with the backgrounds and experiences of Osage Nation children. Additional project activities will include developing educational programming, collecting oral histories, and improving digital media and technology within the library. As a result, the library anticipates a deeper sense of pride, belonging, and interest in literacy among Osage students.

Attached are the following components excerpted from the original application.

- Tribal Profile
- Narrative
- Schedule of completion

When preparing an application for the next deadline, be sure to follow the instructions in the most recent Notice of Funding Opportunity for the grant program to which you are applying.



FY2024

Background

In 2004, the Osage Nation became a sovereign nation and in 2006 adopted a constitution establishing a tripartite form of government with three separate branches, the Executive, the Legislative, and the Judicial. Principal Chief is an elected official of the Nation and serves as the supreme executive power of the Osage Nation. All administrative offices, departments, agencies and instrumentalities of the Osage Nation, including but not limited to, public trusts, boards, village committees, authorities and committees operate under the umbrella of the Executive Branch.

It is the responsibility of the Osage Nation Congress to adopt a system of laws that promote the health, education and well-being of the Osage Citizens; preserve the checks and balance of the government by the independent exercise of legislative powers; carry out oversight responsibilities to enhance government accountability; encourage and support the raising of tribal revenues and to appropriate monies that support necessary government services; and preserve and protect the Osage Nation's environment.

The Executive Branch is one of the three branches of government within Osage Nation. Two elected officials, Principal Chief and Assistant Principal Chief, share the duties of managing the Executive Branch through their office, the Office of the Chiefs.

Organizational Structure

The Nation provides guidance to all employees by laying out the official reporting relationships that govern workflows. In return, this organizational framework boosts productive and effective decision-making processes that enhance hiring practices, communication, project implementation, and reporting relationships. The value overall creates a strong foundation to meet not only the current and future needs of Tribal members and the community at large; but, also provides the necessary oversight it takes to meet internal and external funder expectations.

As there has been much growth over the years, functions have become more distinct from each other where the separation of duties divides responsibilities between different people so one individual does not control one aspect of any given transaction. In turn, these functions have the appropriate amount of independence to maintain proper checks/balances and cultivate the reduction and prevention of errors.

Leadership Capabilities

Osage Nation has a wide range of capabilities and resources required to be effective in the management of Tribal and non-Tribal projects (implementation), funding, and administration of services. Leadership capabilities at the Osage Nation are demonstrated through education, experience, and performance. There are also checks and balances heavily layered with accountability set forth by internal controls to minimize risks, safeguard assets, affirm record-keeping accuracy, promote operational efficiencies, and encourage adherence to policies, procedures, regulations, and laws.

The Nation engages in capacity-building activities in order to increase effectiveness through:\

- Governance and leadership where structures, processes, and systems define decision-making and interactions are streamlined amongst various internal and external stakeholders
- Financial management where fiscal policy is set and internal controls identify and prevent fraud
- Recruitment and Retention to meet increases in demand for services
- Strategic planning to position the Nation proactively for environmental change inside and outside of the community

Office of the Chiefs

The Office of the Chiefs works on behalf of the Osage Nation to improve the lives of all Osage people in a sustainable way through cultural preservation, improved health, educational excellence; increased employment and business opportunities, and the creation of a safe and progressive environment in which to live and work.



Principal Chief

Principal Chief Standing Bear practiced law for 34 years prior to being elected. He concentrated on federal Indian law receiving national recognition by Best Lawyers in America, Oklahoma Super Lawyers, and a listing with Chambers and Partners. He served as Assistant Principal Chief of the Osage Tribe from 1990 through 1994 and was a Member of the Osage Nation Congress from 2010 to 2014. While a practicing lawyer he was involved in the first Indian gaming cases in Oklahoma, representing the Muscogee Creek Nation, Seneca-Cayuga Tribe, and several other tribes. He also was General Counsel to the Oklahoma Indian Gaming Association.



Assistant Principal

Assistant Principal Chief Walker was elected Osage Nation Assistant Principal Chief in June of 2022. Assistant Chief Walker has served the Osage Nation Government for twenty years, both as an employee and elected official. He began his service with the Osage Nation in December 2002 after he was hired by the 31st Tribal Council to oversee the Transportation Improvement Program, now known as the Roads Department. During his tenure as the Director of the Roads Department, he successfully guided the department through the process of self-governance.

Cabinet Secretaries

There are six (6) Osage Nation cabinet secretaries. These secretaries advise the Office of the Chiefs on department matters, oversee policy, and are the administrative lead of each department under their leadership. This functional framework requires all secretaries to conduct administrative and personnel transactions as well as review regulatory and technical program activities. This level of oversight allows for increased accountability to boost operations by grouping employees based on specific skills and experiences. Each one of the six cabinet members represents a specialized area that reinforces an unambiguous hierarchy where clear lines of sight are maintained.

Secretary of Language, Culture, & Education

The Secretary of Language, Culture and Education oversees ON departments and entities including: Wah-Zha-Zhe Cultural Center, Visitors Center, Daposka Ahnkodapi, Education, Historic Preservation, Language, Museum and the Wah-Zha-Zhe Early Learning Academy.

Secretary of Social Services

The Secretary of Social Services oversees Child Care & Development, Child Support, Financial Assistance, Constituent Services, Food Distribution, Social Services, Indian Child Welfare, Veteran Programs, Women, Infants and Children (WIC).

Secretary of Natural Resources (job description included)

The Secretary of Natural Resources oversees the Natural Resources Department including Environmental Programs, Heritage Trail, and the operations for Harvest Land and The Butcher House.

Secretary of Development

The Secretary of Development oversees departments including Tribal Development, Fitness Centers, Housing, Maintenance, Real Estate Services, Broadband, and Roads.

Secretary of Administration

The Secretary of Development oversees department including Tribal Development, Fitness Centers, Housing, Maintenance, Real Estate Services, Human Resources, and the Office of Grants & Compliance.

Secretary of Public Safety

The Secretary of Public Safety oversees the Nation's Police Department, Emergency Management, and Wildland Fire Management entities.

Treasurer

The Treasurer is the financial officer and leader of the Osage Nation Treasury Department and oversees the financial administration of the organization, reviews procedures and financial reporting, and advises on financial strategy. This position leads a wide range of functions from financial reporting to federal agencies; contact and compilation of records for internal and external auditors; preparing and presenting financial information for the various branches of the Osage Nation for federal and tribal programs, and internal controls.

The Treasurer oversees entities including Accounting, Procurement, and Managed Assets.



Clark Batson currently serves as the Osage Nation Treasurer, an appointed position within the Osage Nation government, a role he has held since April 2024. Previously, he was the Finance Manager for the Wah-Zha-Zhe Health Center from 2016 to 2020, overseeing accounting functions for the Tribal Health System. From 2010 to 2015, Clark held the position of Director of Internal Audit for the Cheyenne and Arapaho Tribes, where he effectively allocated casino revenue to tribal government programs, prepared and monitored budgets. With over 20 years of experience in accounting, Clark is also a Certified Public Accountant (Permit No. 1835).

Financial Management Capabilities

Osage Nation Treasury

The Treasury Department is the heartbeat and hub pertaining to the internal controls of the Nation. The Treasurer works with the Office of the Chiefs and all six cabinet members to ensure funding requirements/regulations, and laws are properly met. The functions of Accounting, procurement, managed assets and compliance are functions that play a key role in the management of federal and non-federal funding at the Nation. These central functions are responsible for adhering to fiscal policy and financial accountability in accordance with Generally Accepted Accounting Standards (GAAP), Osage Nation Accounting Policies, Code of Federal Regulations (CFR), Office of Management and Budget (OMB), and Osage Law.

- *Accounting*
Accounting is managed by the Nation's Controller who is a senior-level financial administrator who oversees the day-to-day accounting functions and is responsible for the financial books and records. This position acts as the lead accountant at the Nation and has a mindset geared toward accuracy, stewardship, policy, and ethics.

The Accounting Department encompasses a wide range of functions which include financial reporting to federal agencies; contact and compilation of records for auditors; preparing and presenting financial information, accounts receivable and payable for the various branches of the Osage Nation for Tribal and non-tribal funding.

- *Procurement*

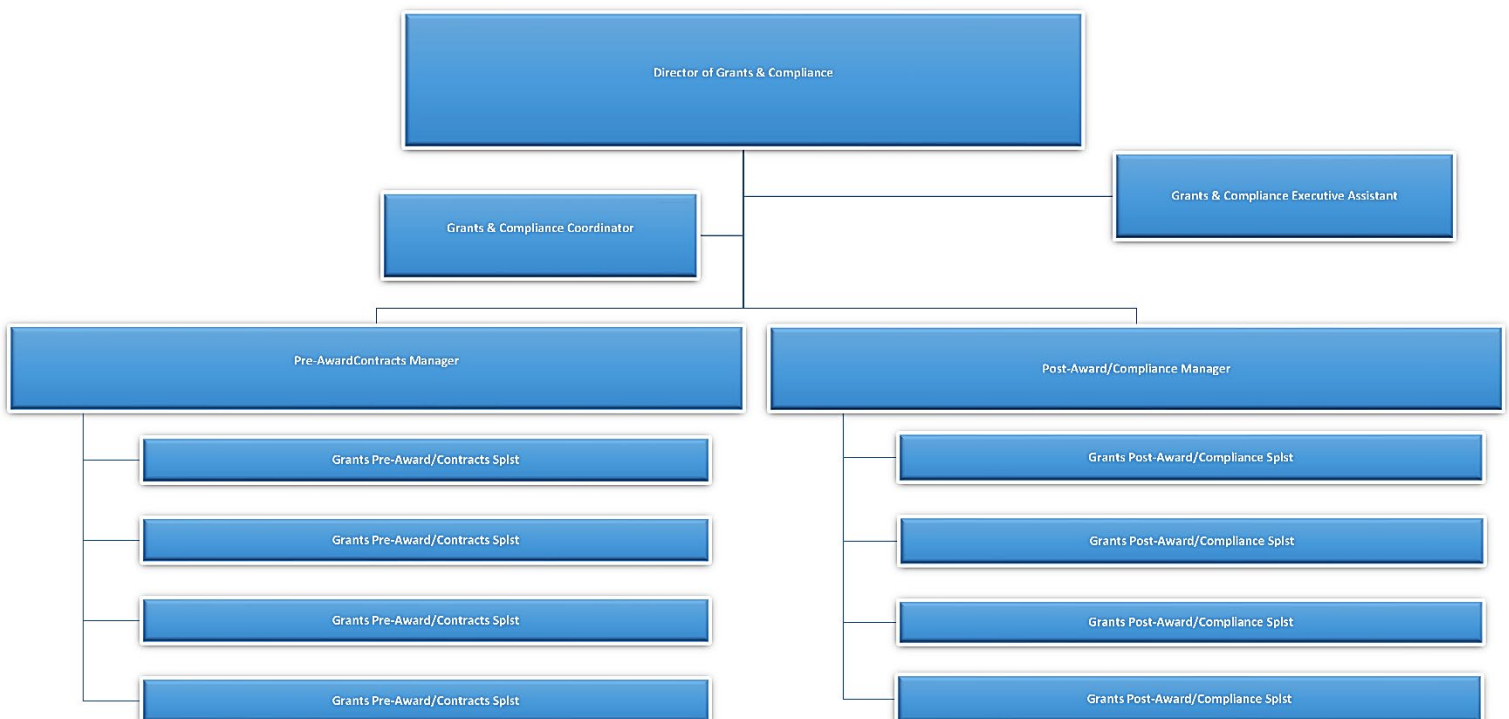
Procurement is managed by the Procurement Director. This department provides comprehensive supply chain leadership and support to all Tribal and non-Tribal funded departments. This is a key role within the Treasury Department and is responsible for developing and maintaining Procurement policy & procedures, staff, centralized purchasing, travel, and contract management.

The Procurement Department is a central agency within the Nation that obtains goods or services, and encompasses a wide range of purchasing functions. These functions overall include sourcing, complying with policies, negotiation, contracting, and monitoring suppliers' performance.

- *Grants Management & Compliance*

The Office of Grants Management & Compliance is led by the Director of Grants & Compliance at the Nation. This person manages a staff of 12, comprised of 4 pre-award Grants Management Specialists, 4 post-award Grants Management Specialists, 1 Pre-Award Manager, 1 Post-Award Manager, a Grants and Compliance Coordinator, and a Grants Compliance Executive Assistant.

FY25 Office of Grants Management & Compliance



This department is responsible for overseeing grants management and compliance with the Osage Nation's non-tribal funding lifecycle. This includes pre-award, award, post-award, and compliance-driven obligations to funders regulated by Federal, State, and Tribal rules, regulations, and laws. Under the administrative supervision of the Nation's Treasurer, this department works independently to assess grant, contract, and subcontract transactions where analysis requires an in-depth evaluation of variable factors. The Grants & Fiscal Compliance Officer is a subject matter expert with advanced knowledge and oversight in the areas of grants management and compliance, and presides over grants management and compliance policies and procedures, pre-award & post-award training, stewards fiscal grants requirements, and serves as a touch-point on grants operations providing overall guidance to departments and executive-level personnel.

As a centralized agency within the Nation, the Grants Management & Compliance Office takes a proactive approach toward regulatory issues set forth by our federal warding agencies. Therefore, the departmental structure supports industry standards which correlate with a four-pronged approach to grants management:

- **Pre-Award Phase (Pre-Award Department)** – This represents the beginning of the grant lifecycle, which consists of researching funding opportunities, reviewing the feasibility of a project, and submitting applications. They also attend all application trainings and keep abreast of all submission portal education on a continual basis. This team keeps all Osage Nation stakeholders informed of funding opportunities and works with department personnel to ensure all funding gaps and project needs are being addressed in order to meet the needs of the Nation and the community it serves.
- **Award Phase (Pre-Award Department)** – Embodies the acceptance of a federal grant award, which is when the Osage Nation becomes legally obligated to carry out the full terms and conditions of a grant. The Pre-Award Department also sets up all reporting in the Nation's Central Grants Management system and works with all stakeholders to ensure everyone is fully aware new funding is being processed. The Pre-Award team works very closely with the Post-Award Department to pass on the proper information so they are aware of all components of a grant award moving forward.
- **Post-Award Phase (Post-Award Department)** – Comprises a significant amount of work over the duration of the grant awards period of performance (Fiscal & Programmatic); which, encompasses implementing the grant overall. This includes reporting, internal accounting budget creation, general budget management, changes in key personnel, submission of NCE's, rollover funding requests, grant award guidance meetings (meets with all grant program personnel to outline all requirements of the grant), Post-Award training, and completing closeout requirements. The Post-Award team also oversees all post-award miscellaneous requirements as set forth by funding agencies, Grants Management & Drawdown portal management, and manages the access and training of the central grants management system at Osage Nation.
- **Compliance Phase (Pre-Award & Post-Award Department)** – Compliance is woven within every movement under the Office of Grants Management & Compliance. This phase is driven by a team approach which is headed by the Director of Grants & Compliance.

This team acts as an oversight team to identify regulatory requirements and policies within grant agreements to ensure good stewardship of Federal funds. This team is made up of all personnel under the Office of Grants Management & Compliance where they update the Nations organizational capacity on an annual basis, ensure organizational policies/procedures are in-line

with federal regulation, delegate compliance-related tasks as they arise, and addresses compliance-related questions presented by the Pre-Award or Post-Award Teams. This team also takes on a high degree of communication with internal and external stakeholders to resolve compliance issues.

Compliance and Appropriations Team:

- Compliance
Potential or current compliance issues are addressed weekly, and compliance training is completed at this time. All compliance reviews will be sent to the Grants & Fiscal Compliance officer and they will review/summarize, then forward up to the Nation's Treasurer. This team also involves the annual single-audit (A-133) at the Nation, funder program-related compliance review visits, and any audit management letters issued to Osage Nation and their department-based programs.
- Appropriations
This team (all Grants Management staff) meets weekly to address current/upcoming new and amended non-tribal awards are shored up and Congressional Appropriations Packets (title sheet, Congressional letter, Microix budget, and NOA's) are created and added to the appropriations list and then forwarded to the Osage Nation Treasurer upon completion.

The Grants Management & Compliance Coordinator tracks and records all appropriations documents within the Nation's centralized grants management system and houses all the same documents within the Office of Grants Management & Compliance's electronic internal drive. This person also manages all appropriations spreadsheet details, drives the progress of the team, and compiles the total appropriations packets lastly, he or she then forwards the completed packets to the Osage Nation Treasurer. The Treasurer reviews the packets and then forwards them to Congress for appropriations.

The post-Award team shores up New/Amended tags, prior legislation (provided by the Congressional Budget Analyst), calculates the appropriations request, collaborates with accounting personnel to shore up budget details (new or amended); and, provides the Grants & Compliance Coordinator with a budget narrative (will be added in the cover letter to Osage Nation Congress), Microix budget, and amended budget sheet (when required).

This office oversees all programmatic and fiscal reporting requirements set forth by funding agencies and assists in the facilitation of their submission in accordance with the grant agreement. All programmatic reporting is submitted in accordance with the grant agreement. All programmatic reporting is submitted by a project's program director/manager; under a Cabinet Secretary, and all fiscal reporting is submitted by a program accountant; under the Controller.

And, as of October 2024, this office currently manages approximately \$425M within the nation's grants management lifecycle. And, department staff corresponds regularly with the appropriate department/project leads, accounting, and funders; reviewing fiscal and performance activities with regard to compliance. The department has a multi-faceted grants management software program (eCivis) which stores and centralizes all grant-related documents; which, tracks and schedules programmatic reports, fiscal reports, and miscellaneous reports/tasks required by various funding agencies.

Director of Human Resources

Human Resources

The Osage Nation is the largest employer on the Osage Reservation (Osage County), approaching 2,000 employees, including gaming and enterprise employees.

The Osage Nation Human Resources Department is responsible for the hiring of any new staff related to Tribal and non-Tribal funding. They are responsible for working with Program managers/Department Directors to create job descriptions, which detail all responsibilities, qualifications, and pay scales. They coordinate interview schedules until the position is filled with a qualified applicant.

The goal of the hiring process is to attract and identify individuals who have the best mix of skills and attributes for the job available. New hire and rehired employees shall serve an introductory review period of ninety (90) calendar days. Employees who have not completed the introductory period may not grieve employment decisions. Introductory employees may be promoted, demoted, transferred, temporarily reassigned, or terminated during an introductory probationary period.

The following factors will be considered for applicants with a criminal history:

- The nature of the crime and its relationship to the position;
- The time since the conviction;
- The number (if more than one) of convictions;
- Whether hiring, transferring, or promoting the applicant would pose an unreasonable risk to the Nation or its People.

* Some federal funding agency requirements may supersede this policy in regard to the eligibility for employment.

Components for advertising positions:

- All advertised positions will be posted for a minimum of 30 calendar days.
- If a position must be filled sooner than the closing date of the advertisement, it will be classified as a “Temporary Emergency Hire” so that the job may be advertised and filled in accordance with policy.
- A temporary emergency hire is the selection and placement of an individual without an open recruitment into a temporary, non-executive position.
- A temporary emergency hire will be required to apply and interview for the open position in fair competition.
- All applications must be received by the HR Department in order to be considered.

Osage Nation's goal to retain and recruit talented personnel is to invest in employee growth opportunities and currently allows weekly 6hr paid education leave and department-level training. The Nation also strives to create and support an inclusive culture. Additionally, there is a wellness benefit offering a paid fitness time of 45 minutes a day.

Strategic Planning

Strategic Planning researches and develops new initiatives that effectively support and facilitate the Osage Nation's Strategic Plan along with the Chief's goals and priorities. Strategic Planning develops periodic updates of the Osage Nation 25-Year Strategic Plan, which is used as a guideline and a roadmap based on input from members of the Osage Nation. The Strategic Plan is utilized by Osage Nation leaders to make decisions on implementing programs and allocating resources, resulting in a more efficient, effective, and sustainable Osage Nation for present and future generations.

Narrative

Project Justification:

Daposka Ahnkodapi Elementary is currently in the process of enhancing its library, and there is a critical need to develop a comprehensive collection of books and materials that will support the educational and cultural needs of our students. At this time, the school has an empty room dedicated for a library space. The classroom sizes at Daposka are small, limiting the availability of resources for students across all grade levels. The lack of a well-stocked library has hindered our ability to provide diverse learning materials for students of various age groups, which is essential to creating an environment that fosters learning and personal growth. In particular, our school community has a strong commitment to preserving and promoting the Osage language and culture, and the library will serve as a critical space for supporting these efforts.

However, without appropriate resources, such as books in the Osage language, literature on Osage traditions and history, and age-appropriate educational materials we are unable to fully integrate our cultural values into our students' education. In order to address these gaps, our school requires a diverse collection of books for all age groups that align with both the academic curriculum and the cultural priorities of the Tribe. Currently, we are building a collection of books, but we still lack the depth and variety necessary to support a well-rounded library program. From early childhood books that help instill the Osage language to more advanced materials that discuss Osage history, traditions, and stories, it is imperative that we have a collection that reflects the rich cultural heritage of the Osage people. Additionally, the school's small size means that resources must be tailored to fit the specific educational needs of each grade level, ensuring that students can access books that are both educational and culturally

relevant to their individual stages of development. The physical environment of the library must be enhanced to create an inviting and functional space where students can gather, read, and learn. At present, there is one room dedicated for a library space, and it is not equipped with the furnishings needed to accommodate a library setting. To transform this space into a fully functional library, we need essential furnishings such as bookshelves, reading tables, chairs, and appropriate lighting. These items will help to create an inviting atmosphere that encourages students to spend time in the library, fostering a love of reading and learning. The library will not only serve as a resource for academic materials but also as a place where students can connect with their culture and heritage in meaningful ways. The need for an enhanced library is evident in the desire expressed by students, parents, and educators alike for a space that integrates the Tribe's cultural values while providing access to essential educational materials. This current lack of a full functioning library at Daposka School has created a significant gap in our educational services. To address this, our project aims to enhance the library by building a comprehensive collection of books for all age groups, with a particular focus on Osage language and cultural materials. Additionally, we will provide the necessary furnishings and supplies to create a welcoming and functional library space that encourages reading and learning. This enhancement will serve as a vital resource for students, fostering a love for reading, a connection to their cultural heritage, and the academic success that is essential for their future.

The primary audience for this project includes students in grades K-8 at Daposka School, as well as the parents, caregivers, and elders within the community. These groups will be most immediately and positively affected by the establishment and enhancement of the school library. The K-8th grade students are the primary beneficiaries, as they will have access to a rich collection of books, including those focused on the Osage language and culture, that will support

their academic growth, cultural connection, and overall well-being. The library will provide these young learners with a welcoming and educational space where they can explore literature, engage with learning materials, and develop a lifelong love for reading. In addition to students, the tribal community such as some elders, particularly parents and caregivers will benefit from the library as a resource for both educational support and cultural enrichment. Parents will have the opportunity to engage with their children in a space dedicated to learning and reading, fostering a stronger connection between home and school. The library will also serve as a place for elders to engage with younger generations, whether by sharing stories, reading with children, or spending time in a space that celebrates Osage culture and traditions. This intergenerational engagement will be key in preserving cultural knowledge and creating a sense of community between the school and the Tribe.

Project Work Plan:

To ensure the success of our library enhancement project, we have outlined a series of activities that will engage students, teachers, and the wider community. These activities are designed to build a love for reading, foster cultural engagement, and create an inviting and educational environment for students. The activities will be carried out in the following sequence:

1. Classroom Activities and Integration:

Teachers at Daposka School will incorporate library materials into their daily classroom activities. This will be under the instruction of Daposka's Superintendent, Patrick Martin. For example, students will engage in reading sessions using age-appropriate books from the library that reflect Osage language and culture. These activities will align with classroom lessons, helping students learn about the Osage Tribe's history, language, and

traditions while developing their literacy skills. Teachers will also use the library's collection to introduce students to new genres and authors, supporting a wide range of learning styles and interests.

2. Classroom Trips to the Library:

Once the library space is equipped, students will visit the library regularly as part of their classroom schedule. Teachers will organize trips to the library to allow students to select their own books, fostering independence and a sense of ownership over their learning. These visits will help students become familiar with library resources and promote a positive association with reading and learning. During these trips, students will also be introduced to the process of borrowing books and encouraged to get their own library cards.

3. Storytelling Sessions with Teachers and Elders:

A key part of the library's activities will be intergenerational storytelling. Teachers will organize storytelling sessions with elders from the Osage community, where students will listen to traditional stories and oral histories. These sessions will not only strengthen students' cultural knowledge but will also promote bonding between generations. Elders will be invited to read stories from the library's collection or share oral stories that are a vital part of Osage culture, ensuring that the traditions of storytelling are passed down to the younger generation.

Who Will Execute Each Activity?

- Classroom Activities: Teachers at Daposka School will lead classroom activities, integrating library resources into their lesson plans. These activities will be coordinated by individual teachers and the library staff (once the library is established).
- Classroom Trips to the Library: The teachers, in coordination with the library staff, will schedule regular trips to the library. Teachers will supervise the students and ensure they have a positive and educational experience during these visits.
- Storytelling Sessions: The storytelling sessions will be executed by the Superintendent and invited elders from the Osage community. Teachers will facilitate the sessions and ensure that students are actively engaged, while elders will share their stories and cultural knowledge, further strengthening the community connection.

To ensure that the results of this project are shared effectively, we will engage with the Osage community and parents regularly throughout the project. The following methods will be used to share results and lessons learned:

1. Community Meetings and Parent Involvement: We will organize regular meetings with parents and community members to update them on the progress of the library, the activities taking place, and the outcomes of the storytelling sessions and classroom activities. This will provide parents with an opportunity to stay involved in their children's learning and to offer feedback.
2. Osage Community Outreach: The lessons learned from this project will be shared with the broader Osage community through newsletters, community gatherings, and online platforms. These updates will include highlights of the students' progress, success stories from the library's activities, and any challenges or insights that arose during the project.

3. Student and Teacher Feedback: Teachers will regularly assess the effectiveness of library activities and share feedback with parents during parent-teacher conferences or school events. This feedback will help improve future activities and ensure the library remains responsive to the needs of students and the community.

By actively engaging with parents, teachers, and the Osage community throughout the project, we will ensure that the results and lessons learned are shared in a way that benefits everyone involved. This collaborative approach will help ensure that the library serves as a lasting resource for future generations.

Project Results:

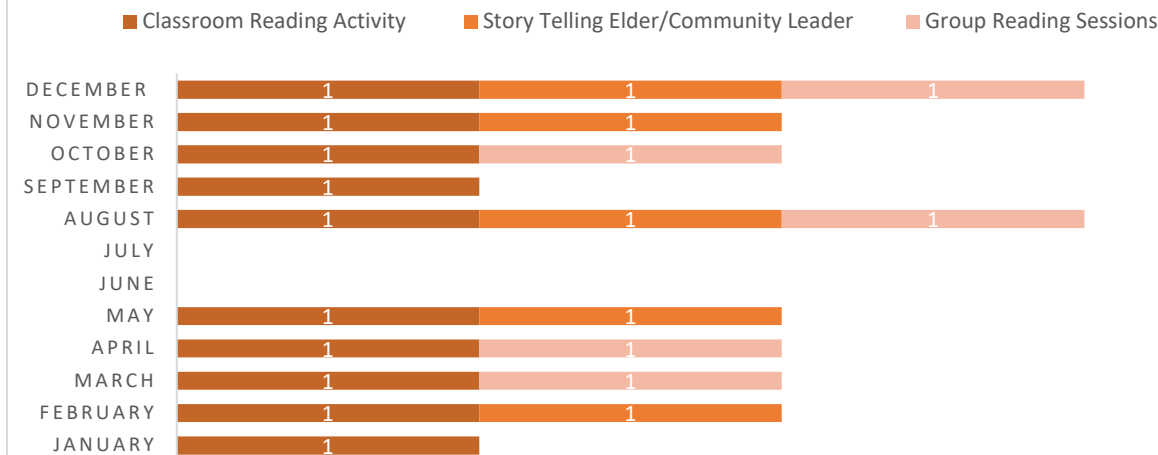
The primary intended results of this project are to create a fully functional and culturally enriching library at Daposka School that serves K-8th grade students, as well as the broader Osage community, including parents and elders. The project will address the need for accessible educational materials and culturally relevant resources by building a comprehensive collection of books in the Osage language, literature on Osage history, and age-appropriate materials for all grade levels. A key outcome will be increased student engagement in reading, as classroom activities, library trips, and storytelling sessions will foster a love for reading and connection to Osage traditions. Success for the project will be evaluated through both quantitative and qualitative measures, including library usage data, cultural engagement (e.g., participation in storytelling sessions), and feedback from teachers, students, and parents. To share results and lessons learned, the school will hold community meetings, distribute newsletters, and engage in social media outreach to keep parents and the Osage community informed of the library's impact. The sustainability of the project will be ensured by maintaining strong community involvement, integrating library resources into the school curriculum, and securing ongoing

funding through grants and community support, ensuring the library's long-term relevance and cultural value to the Osage community.

References:

<https://www.osagenation-nsn.gov/services/education-services/daposka-ahnkodapi-elementary>

SCHEDULE OF COMPLETION ACTIVITIES CONDUCTED IN THE LIBRARY



The library will host a variety of activities throughout the school year, alternating monthly from August to May. Each month, students will visit the library, marking an exciting new experience for them, as they currently do not have access to a fully functioning library. These visits will offer students the opportunity to obtain their own library cards and check out books independently, helping them develop responsibility through the care of both their cards and borrowed materials. Additionally, students will participate in storytelling events twice in the fall and twice in the spring. During these events, Daposka will invite community leaders or elders to read to the students, with a preference for culturally significant books. Finally, group reading sessions will be held throughout the year. Teachers will organize students into small groups and implement a reading buddy system to foster collaboration and peer support in reading development.

Schedule of Completion:

August: Classroom Reading Activity, Storying Telling by Community Leader or Tribal Elder/Member, and a Group Reading Session.

September: Classroom Reading Activity

October: Classroom Reading Activity, Group Reading Session

November: Classroom Reading Activity, Story Telling

December: Classroom Reading Activity, Storying Telling by Community Leader or Tribal Elder/Member, and a Group Reading Session.

January: Classroom Reading Activity

February: Classroom Reading Activity, Story Telling

March: Classroom Reading Activity, Group Reading Session

April: Classroom Reading Activity, Group Reading Session

May: Classroom Reading Activity, Story Telling