

**Tribal Education Status Report  
Bernalillo Public Schools  
District Wide  
2016-2017**

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**Thank you to the following for your collaboration and continued support with  
Bernalillo Public Schools:**

Cochiti Pueblo	Santa Ana Pueblo
Sandia Pueblo	Jemez Pueblo
Santo Domingo Pueblo	Zia Pueblo
San Felipe Pueblo	

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# **Tribal Education Status Report Bernalillo Public Schools District Wide 2016-2017**

## **Introduction**

The Indian Education Department at Bernalillo Public Schools (BPS) has implemented initiatives throughout the district to address the educational needs and cultural development of our Native American students. These initiatives are based on collaboration and partnerships with 7 Pueblo communities, 9 schools within the BPS district and our Native American urban population. The Indian Education Department is committed to collaborating with the surrounding 7 Pueblo communities and addressing the needs of their students. The collaboration is vital and is a reflection that both entities can come together to improve the education of Native American students within the district.

This report provides information that was gathered during the 2016-17 school year for Native American students within Bernalillo Public Schools

The purpose of the Indian Education Act is to ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools, just to name a few. There are (12) indicators that measure the performance of Bernalillo Public Schools and which this report is based upon, they are:

1. Student Achievement as measured by a statewide test with results disaggregated by ethnicity
2. School Safety
3. Dropout Rate
4. Attendance
5. Parent and Community Involvement
6. Educational Programs Targeting American Indian Students
7. Financial Reports
8. Current Status of Federal Indian Education Policies and Procedures
9. School District Initiatives to Decrease the Number of Student Dropouts and Increase Attendance
10. Public School Use of Variable School Calendars
11. School District Consultations with District Indian Education, School Site Parent Advisory Councils and Tribal, Municipal and Indian Organizations
12. Indigenous Research and Evaluation Measures and Results of effective Curricula for Tribal Students

# **Tribal Education Status Report Bernalillo Public Schools District Wide 2016-2017**

## **School Board Goals**

### ***Board Goal One***

Promote academic excellence by engaging all students pre-k through grade 12 with a rigorous and relevant educational experience to prepare them for college and/or careers.

**Outcome 1.1:** Over a three year period, increase the graduation rate to 75%

**Outcome 1.2:** Increase student attendance at all schools to 95% over next three years

**Outcome 1.3:** Increase number of students proficient in reading end of third grade to 74%

**Outcome 1.4:** All students will demonstrate academic growth in literacy, math and science

**Outcome 1.5:** Performance gaps between subgroups of students will narrow each year

### ***Board Goal Two***

Recruit, develop and retain highly effective teachers, administrators and staff who are committed to achieving academic results and positive relationships with students, parents, colleagues and community.

**Outcome 2.1:** 100% of teachers and administrators will demonstrate effective performance in the four domains defined by the New Mexico Educator Effectiveness System

**Outcome 2.2:** Recruit and retain quality staff for highly specialized positions that turnover is reduced annually

### ***Board Goal Three***

Foster a safe, inclusive and respectful school community that values the families, cultures and heritages reflected in our schools.

**Outcome 3.1:** 100% of schools and departments will meet or exceed school safety requirements and protocols

**Outcome 3.2:** Increase student, family and staff satisfaction with school climate as measured by the Quality of Education Survey by 5% annually.

**Outcome 3.3:** Create a safe, positive environment at all schools that result in increased student accountability and a reduction of disciplinary referrals and suspensions

**Outcome 3.4:** Increase parent involvement in supporting students academic growth

### ***Board Goal Four***

Continually improve systems, operations, infrastructure and cutting edge technology to support student education.

**Outcome 4.1:** 100% of teachers, administrators and staff will demonstrate proficiency in the use of technology integral to performance of their position

**Outcome 4.2:** Improve efficiencies in business practices and district operations

**Outcome 4.3:** Implement three-year strategic plan and regularly report and communicate progress to the board and stakeholders

# Tribal Education Status Report Bernalillo Public Schools District Wide 2016-2017

## 2016-17 Native American Student Count

SCHOOL	Algo.	Cochiti Elem.	Cochiti Mid.	BMS	BHS	BES	SD Elem.	SD Mid.	Carroll	Placitas	TOTAL
PUEBLO/TRIBE											
Acoma	1	0	0	0	0	2	1	0	1	0	5
Cochiti	0	73	19	2	22	3	0	0	1	0	120
Isleta	0	0	0	0	0	0	0	0	3	0	3
Jemez	0	0	2	2	3	4	2	1	1	0	15
Jicarilla Apache	0	0	0	0	2	0	0	1	0	0	3
Laguna	3	4	0	1	1	1	0	0	0	0	10
Navajo	3	3	3	12	12	8	5	1	6	3	56
Picuris	0	0	0	0	0	0	0	0	0	0	0
Pojoaque	0	0	0	0	0	0	0	0	0	0	0
San Felipe	135	4	1	84	125	32	1	1	5	0	388
San Ildefonso	1	0	0	0	0	0	0	0	0	0	1
San Juan	0	3	1	0	2	0	1	0	0	0	7
Sandia	0	0	0	5	5	9	0	1	7	0	27
Santa Ana	2	2	0	22	26	27	0	0	30	0	110
Santa Clara	1	0	0	0	0	0	0	0	1	0	2
Santo Domingo	11	75	24	11	99	8	207	85	11	0	531
Taos	0	0	0	0	0	0	0	0	0	0	0
Tesuque	0	0	0	0	0	0	0	0	0	0	0
Zia	1	0	0	4	12	3	2	1	3	1	27
Zuni	7	0	0	0	1	2	0	0	0	0	10
Other	0	1	1	7	8	2	3	1	12	2	36
TOTAL	165	165	51	150	318	101	222	92	81	6	1351
Total School Population	198	207	86	471	811	442	227	92	534	121	3189

### End of Year – May 22, 1017

Total Native American Students = 1338

Female Students = 663

Male Students = 675

Total District Enrollment = 3135

Female Students = 1540

Male Students = 1595

# **Tribal Education Status Report**

## **Bernalillo Public Schools**

### **District Wide**

### **2016-2017**

#### **1. School Achievement**

<b>BPS Objective:</b> To support the efforts of the Bernalillo Public School District to meet the unique educational and culturally related academic needs of Native American students.
<b>Background:</b> The New Mexico Assessments that we are evaluating include the following: PARCC (Math grades 3-11), English language arts (Grades 3-11). Reading (K-2) and Science (Grade 3-11). ACCESS (English Proficiency) and reading, math and science for students with disabilities.
<b>Methods:</b> During the 2016-2017 School Year, students were tested in grades K-2 using the Istation Assessment, the PARCC test was 3-11 <sup>th</sup> grade and all ELL students were given the ACCESS test. There are short cycle assessments for Discovery.
<b>Results:</b> The following graphs and information provided will show the results of our Native American student compared to all other students.
<b>Conclusion:</b> Our Native American students continue to score below in the (3) core subjects of math, reading and science, but they are showing growth at different school sites.
<b>Action Plan:</b> <ol style="list-style-type: none"><li>1. Increase the graduation rate of our Native American students within three years.</li><li>2. Increase student attendance rate at each school site over the next three years.</li><li>3. Students will demonstrate academic growth in literacy, math and science (K-12) Through-out the school year.</li></ol>

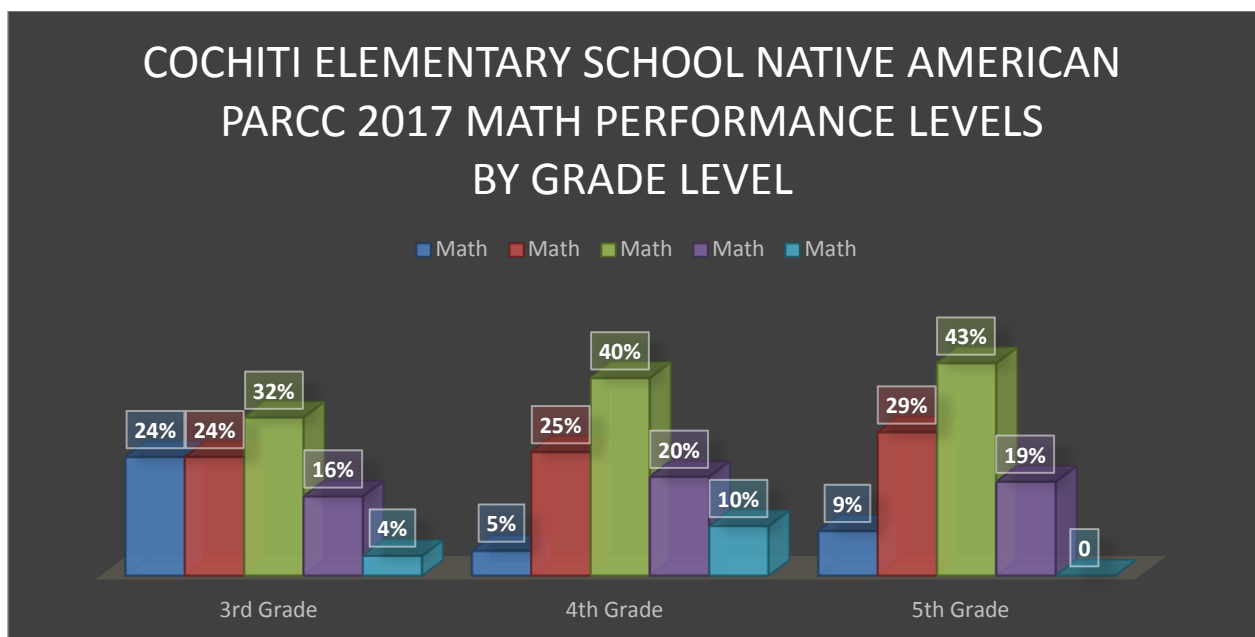
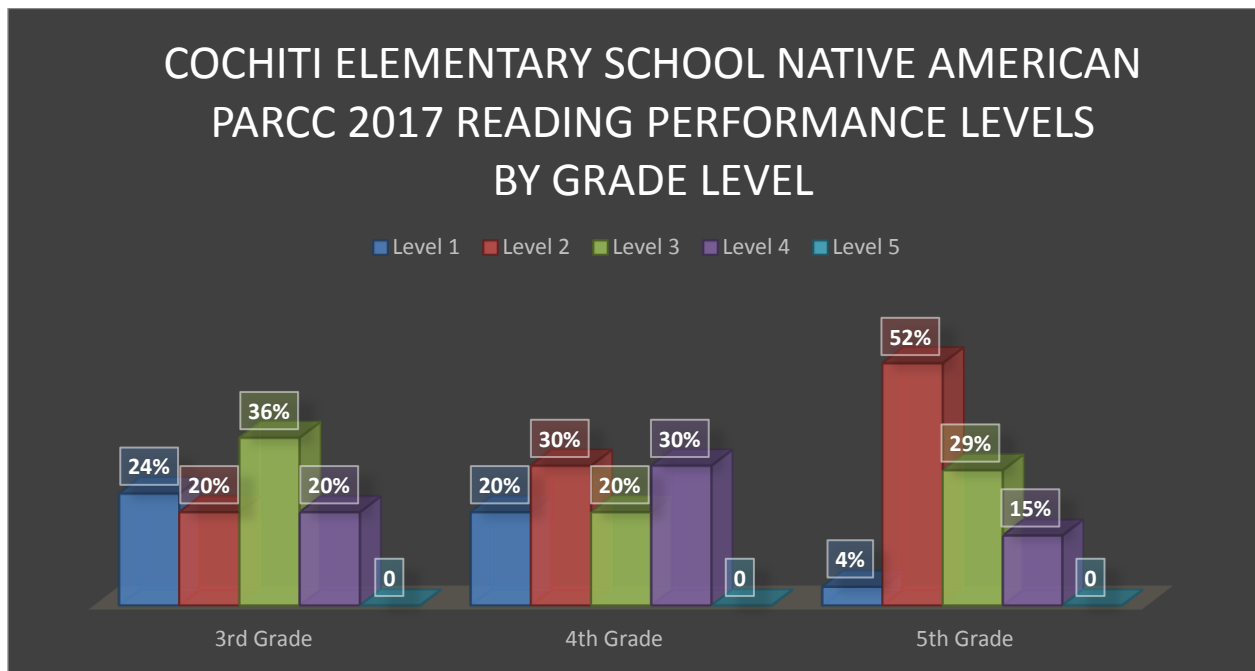
# Tribal Education Status Report

## Bernalillo Public Schools

### District Wide

### 2016-2017

- 1) Student Achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity:



# **Tribal Education Status Report**

## **Bernalillo Public Schools**

### **District Wide**

### **2016-2017**

#### **Algodones Reading Spring 2017 – 3<sup>rd</sup> Grade**

Total = 40 (36 Native American, 3 Hispanic, 1 Caucasian)

Did Not Meet Expectations = 13 36% 1 Hispanic

Partially Met Expectations = 8 22%

Approached Expectations = 10 28% 1 Hispanic

Met Expectations = 5 14% 1 Hispanic and 1 Caucasian

Exceeded Expectations = 0

#### **Algodones Math Spring 2017 – 3<sup>rd</sup> Grade**

Total = 40 (36 Native American, 3 Hispanic, 1 Caucasian)

Did Not Meet Expectations = 9 25%

Partially Met Expectations = 11 31%

Approached Expectations = 10 28% 2 Hispanic

Met Expectations = 5 14% 1 Caucasian

Exceeded Expectations = 1 2% 1 Hispanic

#### **Algodones Reading Spring 2017 – 4<sup>th</sup> Grade**

Total = 34 (29 Native American, 3 Hispanic)

Did Not Meet Expectations = 7 24% 3 Hispanic

Partially Met Expectations = 9 31% 1 Hispanic

Approached Expectations = 10 34%

Met Expectations = 3 10% 1 Hispanic

Exceeded Expectations = 0

#### **Algodones Math Spring 2017 – 4<sup>th</sup> Grade**

Total = 34 (29 Native American, 3 hispanic)

Did Not Meet Expectations = 10 34% 4 Hispanic

Partially Met Expectations = 14 48%

Approached Expectations = 3 10%

Met Expectations = 2 7% 1 Hispanic

Exceeded Expectations = 0

#### **BES Reading Spring 2017 – 5<sup>th</sup> Grade**

Total = 166 (44 Native American, 122 other)

Did Not Meet Expectations = 15 34%

Partially Met Expectations = 10 23%

Approached Expectations = 15 34%

Met Expectations = 4 9%

Exceeded Expectations = 0



# **Tribal Education Status Report**

## **Bernalillo Public Schools**

### **District Wide**

### **2016-2017**

#### **BES Math Spring 2017 – 5<sup>th</sup> Grade**

Total = 166 (44 Native American, 122 other)

Did Not Meet Expectations =

Partially Met Expectations =

Approached Expectations =

Met Expectations =

Exceeded Expectations = 0

#### **Santo Domingo Reading Spring 2017 – 3<sup>rd</sup> Grade**

Total = 37

Did Not Meet Expectations = 18 49%

Partially Met Expectations = 11 30%

Approached Expectations = 4 10%

Met Expectations = 4 10%

Exceeded Expectations = 0

#### **Santo Domingo Math Spring 2017 – 3<sup>rd</sup> Grade**

Total = 37

Did Not Meet Expectations = 8 22%

Partially Met Expectations = 21 57%

Approached Expectations = 6 16%

Met Expectations = 2 5%

Exceeded Expectations = 0

#### **Santo Domingo Reading Spring 2017 – 4<sup>th</sup> Grade**

Total = 28

Did Not Meet Expectations = 4 14%

Partially Met Expectations = 6 21%

Approached Expectations = 15 54%

Met Expectations = 3 11%

Exceeded Expectations = 0

#### **Santo Domingo Math Spring 2017 – 4<sup>th</sup> Grade**

Total = 28

Did Not Meet Expectations = 12 43%

Partially Met Expectations = 11 39%

Approached Expectations = 5 18%

Met Expectations = 0

Exceeded Expectations = 0

**Tribal Education Status Report  
Bernalillo Public Schools  
District Wide  
2016-2017**

**Santo Domingo Reading Spring 2017 – 5th Grade**

Total = 33

Did Not Meet Expectations = 9 27%

Partially Met Expectations = 11 33%

Approached Expectations = 10 30%

Met Expectations = 3 10%

Exceeded Expectations = 0

**Santo Domingo Math Spring 2017 – 5th Grade**

Total = 33

Did Not Meet Expectations = 10 30%

Partially Met Expectations = 16 48%

Approached Expectations = 6 18%

Met Expectations = 0

Exceeded Expectations = 0

# Tribal Education Status Report

## Bernalillo Public Schools

### District Wide

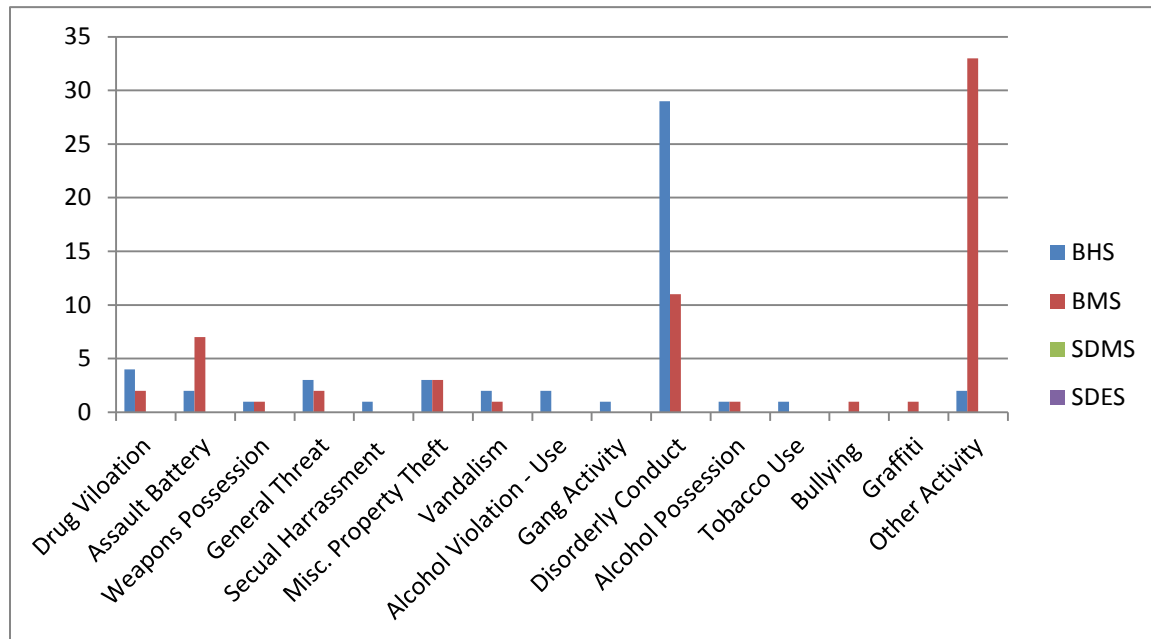
### 2016-2017

## 2. School Safety

<p><b>BPS Objective:</b> Foster a safe, inclusive, and respectful school community that values the families, culture and heritages reflected in our schools – Board Goal #3</p>
<p><b>Background:</b> Bernalillo Public Schools looks at keeping students, staff and faculty safe while they are in school. Safety plans offer new approaches to the following:</p> <ul style="list-style-type: none"> <li>✓ Review Safety plans yearly</li> <li>✓ Train staff, faculty and students to assess, facilitate and implement response to emergency events</li> <li>✓ Ensure each school site has a Safety Committee</li> </ul> <p>Bernalillo Public Schools has developed different supports to help ensure the safety of schools. This would include: policies and procedures in place, safety committees at each school site, safety implementation and prevention plans, emergency response plans, recovery plans, safe schools plans and providing a school safety report each year to the PED School Health and Wellness Bureau.</p>
<p><b>Methods:</b> The district and each school site submits their Safety plans and data to PED for review; changes will be made as PED reviews and requests any changes to be made..</p>
<p><b>Results:</b> Our school sites are in compliance with their safety plans. Each school site has a safety committee who reviews the plan yearly or as often as needed for the PED. Drills are implemented through-out the school year, such as Fire drills. A Safe Schools report is submitted as well as having policies in place. A review of the infractions by grade level, type of infraction and other indicators will help our department work with the schools sites to ensure our students understand the rules and to see what other programs we need to implement.</p>
<p><b>Conclusion:</b> All school sites within the Bernalillo Public Schools, do meet the criteria for the NMPED. BPS along with the Indian Education Program will continue to work with staff, parents, students and communities in reviewing data such as the number of school infractions and how we can work together to keep everyone safe.</p>
<p><b>Action Plan:</b> The Indian Education program will continue to work with the district and school sites to ensure Safety plans meet PED’s criteria for safe schools and to encourage ongoing planning and review of plans.</p>

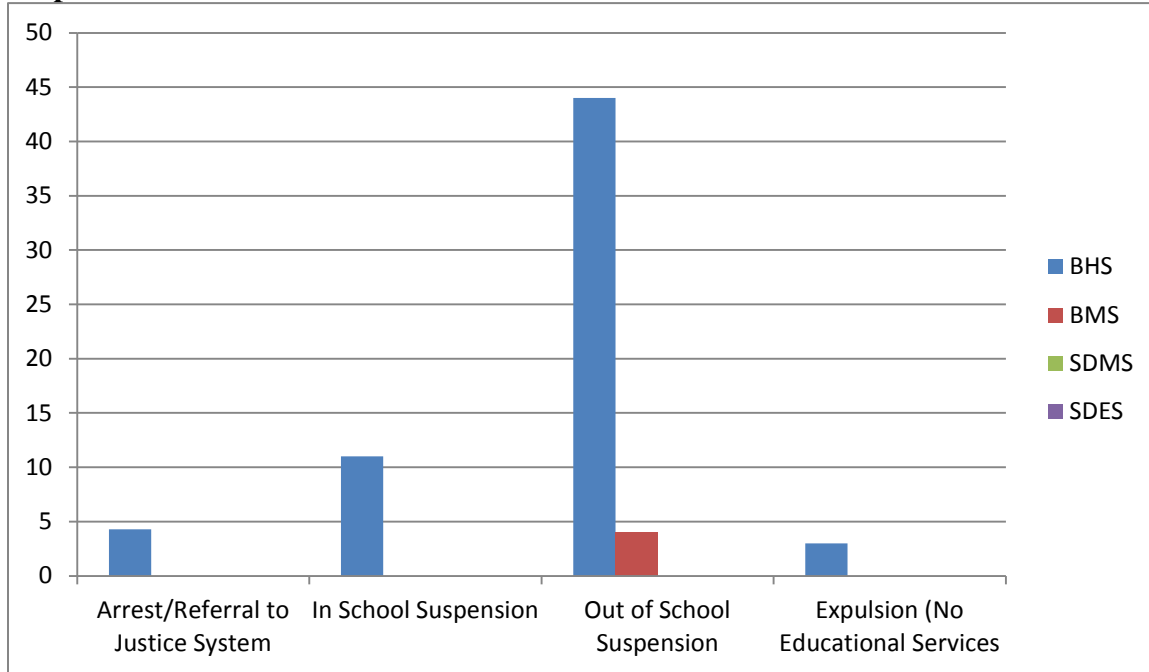
# Tribal Education Status Report Bernalillo Public Schools District Wide 2016-2017

## Infractions:

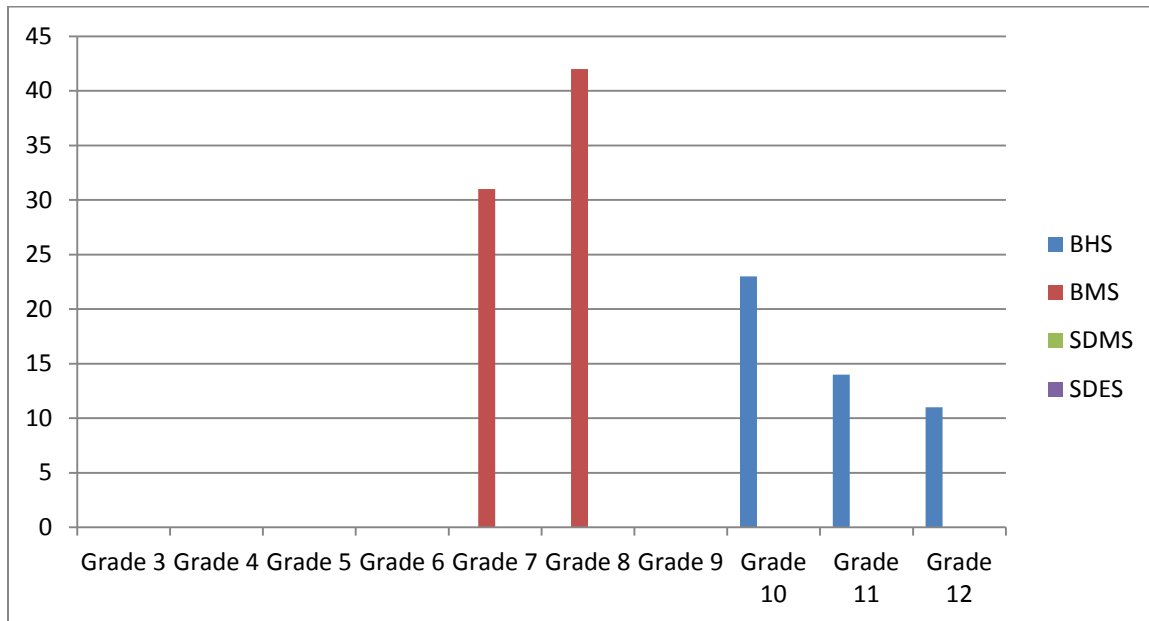


# Tribal Education Status Report Bernalillo Public Schools District Wide 2016-2017

## Response:



## Infractions – Grade Level:



# Tribal Education Status Report

## Bernalillo Public Schools

### District Wide

#### 2016-2017

### 3. Graduation Rate

**BPS Objective:** ensure that all American Indian students are given the opportunity to graduate from high school with a diploma, with solid preparation for College and Career Readiness.

**Background:** attached is the 4-year Graduation Trend for Bernalillo High School, with comparisons between ethnicities, female/male and ELL, economically disadvantaged and special education. Bernalillo High School does have a small number of students who are taking up to 5-6 year to graduate and not in 4 years.

**Methods:** Data from Power School used to help review credits, credit recovery classes, class schedule, attendance, behavior, discipline, data from Mission Graduate and data kept by our Native American Liaisons.

#### **Results:**

There are key student indicators that can identify students lowering their odds for graduating from high school.

**Attendance** – Bernalillo Public Schools currently works with Mission Graduate. We are aware that students who miss anywhere from 5-9 absences are at-risk, 10-19 Moderate risk and 19 and above or missing 20% or more school days, this is severe. We worked with Tribal Communities through-out the year and with Tribal Leadership to inform them of the importance of students coming to school every day and how it can affect them if they don't.

**Behavior:** one or more referrals, disciplinary infractions that are posted will keep a student at-risk of becoming successful in school and possibly not graduating. Once they start to miss so many days of school, they get behind, continue to miss and some don't return. Behavior within the schools needs to be controlled. Students need to understand the consequences and how it can effect graduation and their future.

**Student Academic Performance:** Students need to do well in class. Class grades such as D's and F's will not help a student graduate. If this happens in the freshman year, they are already behind in credits for their sophomore year. The student will then have to attend summer school and/or take credit recovery classes. Credit recovery can be harder than regular school day classes. Making up credits takes time and that time could be spent on their current classes and homework.

#### **Student Demographics:**

**State Assessment Scores:** There are many tests that our students take through-out the year. PARCC is for graduation purposes, ACCESS for EL students for English proficiency, short cycle assessments, NWEA (math), NMSBA (Science), Istation (K-2), and EOC's.

#### **Economically Disadvantaged:**

**Special Education:** The Indian Education Department and our Native American Liaisons work

# **Tribal Education Status Report**

## **Bernalillo Public Schools**

### **District Wide**

### **2016-2017**

closely with all students and all departments in the district. As they review their student lists and meet with students, they will speak with and work the Special Education Department if there is a concern with a student. They may be invited to sit in on an IEP, review progress of students and work with parents. Our department will ensure that we are meeting the needs of all students.

**Conclusion:** Our American Indian students continue to fall below Hispanic and Caucasian student at Bernalillo High School. We begin to increase the graduation rate and then we fall back again.

**Action Plan:** To continue to work with the school sites and Tribal Communities working together to meet the needs of our students and to understand why they are not accomplishing their goals in school that hinder their path to graduation.

At graduation, we had no students as Scholars for the 2016-2017 school year. We did have seven (7) students who made the honor roll with a 3.0 cumulative grade point average or higher. They received the turquoise and orange cords and a certificate.

The graduation rate has fluctuated in the last four years, ranging from 63% in 2012, 59% in 2014, 53% in 2015 and 55% in 2016. Many factors come into play when looking at the graduation rate. It is not only missing school and grades, but it also includes mobility of students within the district and moving in and out of the district. The state captures how long they were in our district, how long they were or are in another district and if they returned to Bernalillo Public Schools.

During the 2016-2017 school year, we had **72** Native American Seniors (this includes H4, H5, and H6 students). The H5 and H6 students did not finish in 4 years and are still working to complete their classes. By semester we had **27** who were definite graduates and **25** who were possible graduates. On May 18, 2017, we had 39 Native American students who graduated.

During Summer School, we had (111) Native American students who registered. Summer School was held from June 1<sup>st</sup> – June 28<sup>th</sup>. On June 29<sup>th</sup>, 6 Native American students graduated. The data below will show you how many attended or did not attend:

- 81 - Completed Class
- 17 - Did Not Show Up
- 10 - Dropped
- 1 - Incomplete
- 2 - No Status

San Felipe Pueblo had Summer School at their BIE School for their own students. Bernalillo Public Schools was able to hire the teacher for this site and provide supplies & materials as

# **Tribal Education Status Report**

## **Bernalillo Public Schools**

### **District Wide**

### **2016-2017**

needed. BPS Cafeteria Services provided breakfast and lunch for the students. BPS transportation also provided the buses to and from the BIE School. Seven students from San Felipe attended summer school in their own community. Of the seven students: two (2) dropped out and five (5) completed their course. We met with San Felipe Pueblo Tribal Leadership on May 15<sup>th</sup>, 17<sup>th</sup> and May 31<sup>st</sup>. On May 31<sup>st</sup> we met with students and parents at the BIE school to review with them the rules for summer school, attendance, filling out paperwork, transportation, lunch, and how the district would support to the student while in school.

Our students applied for scholarships and they were awarded \$544,417.00 in scholarships to attend the University of New Mexico, New Mexico Highlands University, Central New Mexico, Eastern New Mexico University, and Ft. Lewis College.

The students who were not on track to graduate and those that dropped-out and did not graduate were due to the following reasons:

1. Discipline, drugs and alcohol
2. Stopped coming
3. Rehab
4. Tribal role in the community
5. Taking Care of Siblings



# Tribal Education Status Report

## Bernalillo Public Schools

### District Wide

### 2016-2017

#### 4. Attendance

<p><b>BPS Objective:</b> Ensure that all students attend school every day and are on time to school. This will be accomplished by supporting school district initiatives by addressing a decrease in drop-out rates and an increase in attendance.</p>
<p><b>Background:</b> The Compulsory School Attendance Rule (6.10.8.9 NMAC) does take into consideration of the sovereignty of every Native American student. A set of policies is established with each identified entity in support of the culture of the students. The district continues to provide programs and strategies to meet the needs of our at-risk students to address the challenges of our students, by helping them to stay in school.</p>
<p><b>Methods:</b> The district works with Mission Graduate to review Chronic Absence data. We are currently able to see the data by ethnicity, gender and tribal affiliation. We can do a comparison between each of the indicators above. We also use STARS data that is certified on the 40<sup>th</sup>, 80<sup>th</sup> and 120<sup>th</sup> day. Students are considered habitually truant if they have a total of 10 or more full-day, unexcused absences within a school year.</p>
<p><b>Results:</b> Our results continue to show that our Native American students consistently have lower attendance rates than the other ethnicities. We are starting to see a slight increase in attendance, but there is more training, education and meetings with all stakeholders in order to be able to see a change. After the first semester of school for the 2016-2017 school year, our Native American students had an increase in attending school. Our Hispanic students saw a drop in their attendance rate.</p>
<p><b>Conclusion:</b> There are many reasons for our students dropping out and not attending school. They participate in traditional activities, they are sick, many of our students stay home to take care of ailing parents or grandparents, someone needs to watch their siblings, they work and didn't get up in time, these are just a few of the reasons that our students don't come to school or come late.</p>
<p><b>Action Plan:</b> The Indian Education program will continue to work with district school sites Tribal Education Departments and Parents to inform them of the importance of attendance, getting a good education and meeting the goal of graduation.</p>

#### Meetings Held:

**San Felipe Pueblo** – March 6<sup>th</sup>, 10<sup>th</sup>, 21<sup>st</sup>, May 11<sup>th</sup>  
**Algodones Elementary School** – February 17<sup>th</sup> & 27<sup>th</sup>

**Attendance Team – Bernalillo High School** – January 18<sup>th</sup> & 30<sup>th</sup>, March 22<sup>nd</sup>

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**By School Site:**

<b>School Site</b>	<b>Average Attendance</b>	<b># of Students</b>	<b>Grade Level</b>
Algodones ES	91.04%	165	PK-5
Bernalillo ES	93.86%	101	3-5
Bernalillo HS	89.43%	318	9-12
Bernalillo MS	92.83%	150	6-8
Cochiti ES	95.76%	165	PK-5
Cochiti MS	97.01%	51	6-8
Placitas ES	95.55%	6	Pk-5
Santo Domingo ES	92.59%	222	PK-5
Santo Domingo MS	96.83%	92	6-8
WD Carroll ES	92.73%	81	PK-2
		<b>1351</b>	

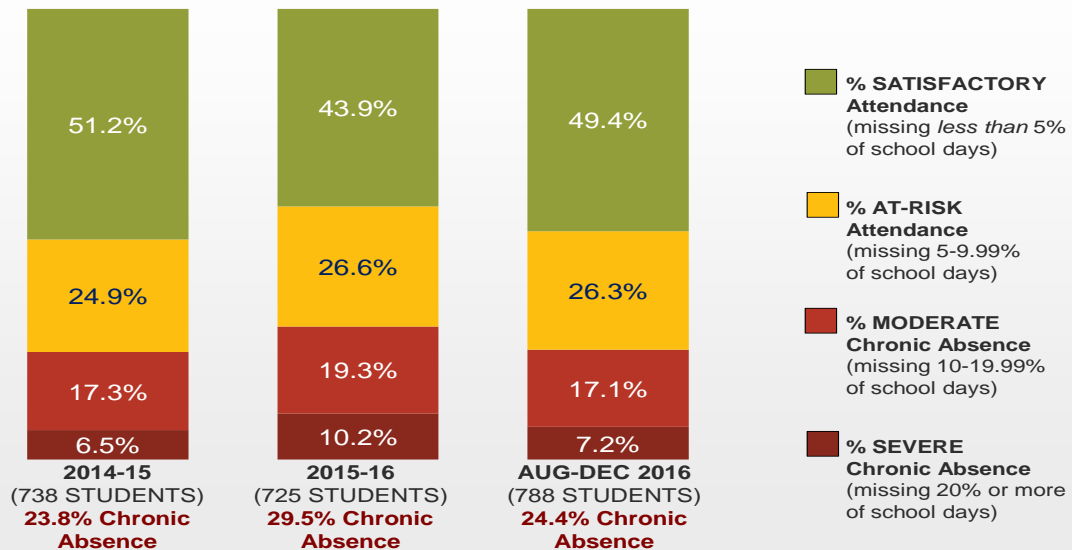
**Habitual Truancy By School Site:**

<b>School Site</b>	<b>Enrollment Count</b>	<b>Habitual Count</b>	<b>Percent Habitual</b>
Algodones ES	203	15	7.39%
Bernalillo ES	469	4	.85%
Bernalillo HS	895	73	8.16%
Bernalillo MS	530	15	2.83%
Cochiti ES	277		
Cochiti MS	107		
Placitas ES	131	3.0	2.29%
Santo Domingo ES	239	5.0	2.09%
Santo Domingo MS	100		
WD Carroll ES	624	3.0	.48%

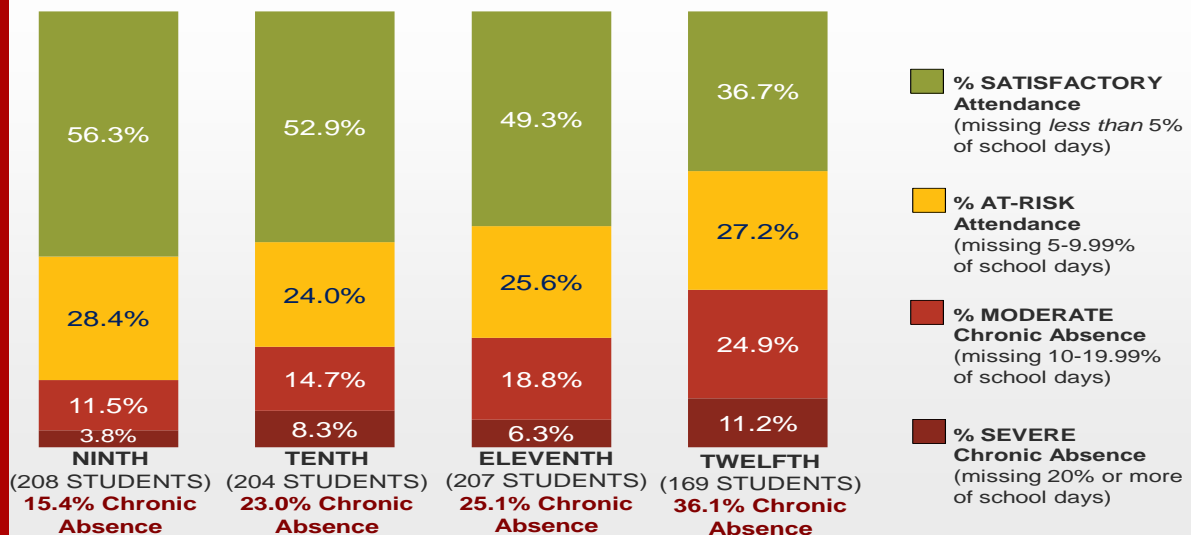
# Tribal Education Status Report Bernalillo Public Schools District Wide 2016-2017

## District Data:

### Comparison with PREVIOUS YEARS

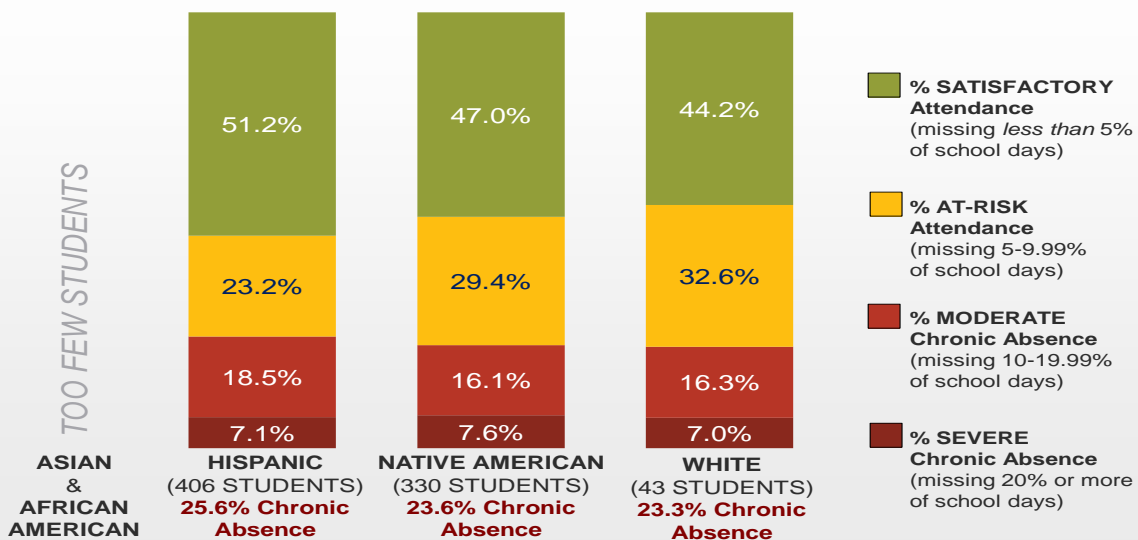


### Comparison across GRADE LEVELS, Aug-Dec 2016



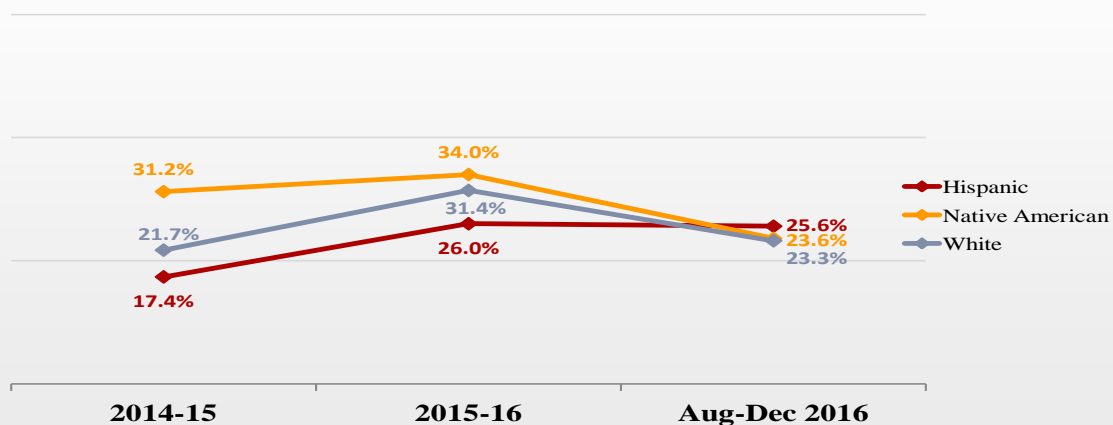
# Tribal Education Status Report Bernalillo Public Schools District Wide 2016-2017

## Comparison across RACE/ETHNICITY, Aug-Dec 2016



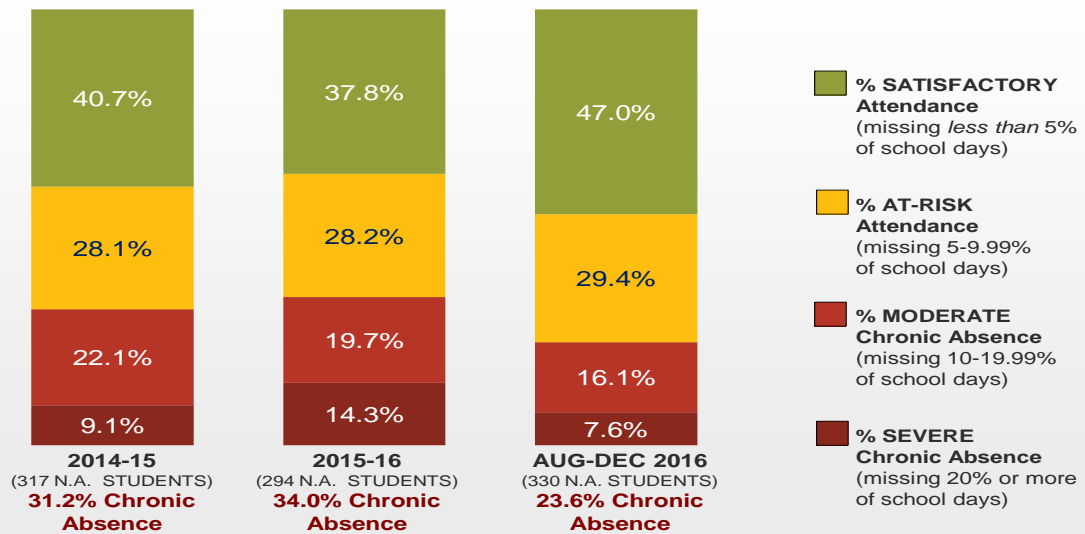
## Comparison across RACE/ETHNICITY

### Percent of Hispanic, Native American, and White Students Who Were Chronically Absent (missed 10% or more of school days)

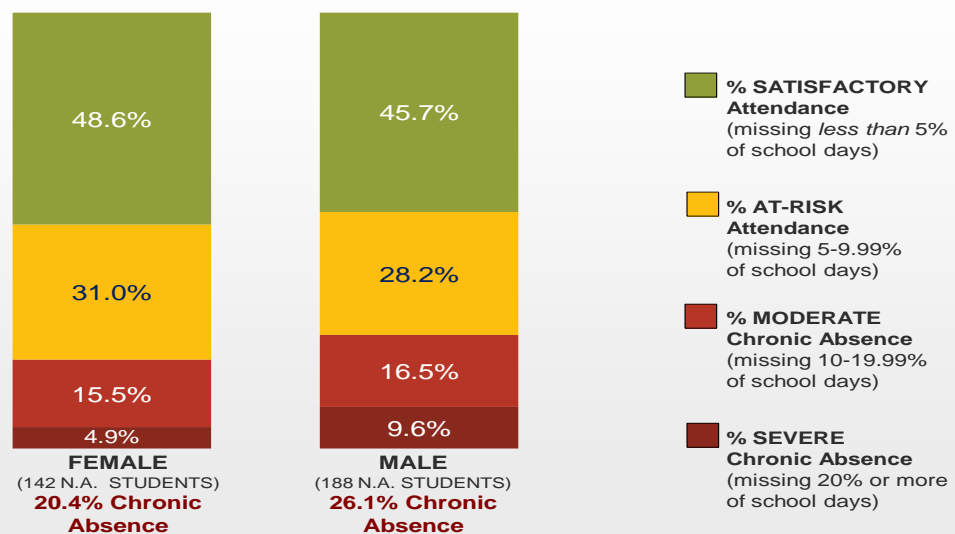


# Tribal Education Status Report Bernalillo Public Schools District Wide 2016-2017

## Native American Attendance has IMPROVED

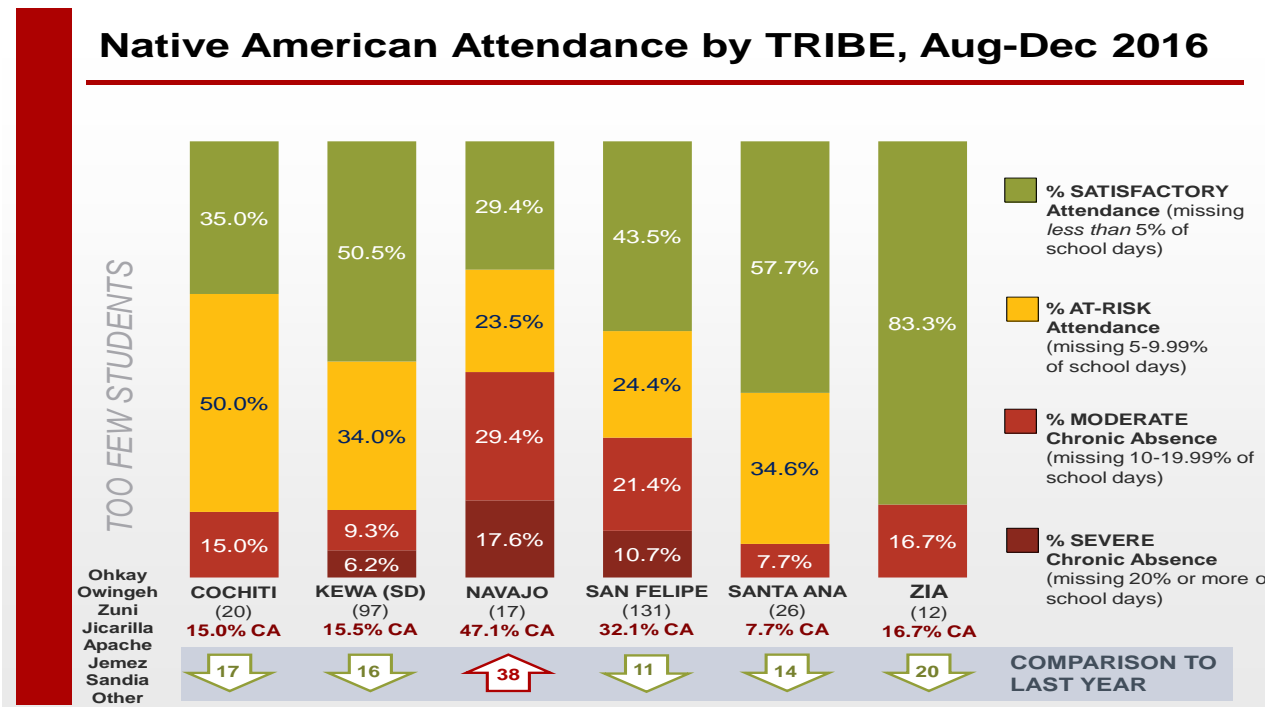


## Native American Attendance by GENDER, Aug-Dec 2016



# Tribal Education Status Report Bernalillo Public Schools District Wide 2016-2017

## Native American Attendance by TRIBE, Aug-Dec 2016



## 5) Parent and Community Involvement

The Indian Education Department continued to work with Tribal Officials, Tribal Education Directors and Communities

1. Monthly Impact Aid meetings with school site Principals, staff, Tribal Education Directors, Tribal Officials and partners of the district.
2. Held community input meetings within various pueblos with parents and community members to gather input and recommendations.
3. Monthly Title VII meetings with Indian Education Committee, parents and students.
4. The District adheres to the Indian Policies and Procedures, meeting with Tribes monthly and continues to review the IPP's regularly.
5. Tribal Leadership Meetings held on September 24, 2016 and March 10, 2017.

# Tribal Education Status Report

## Bernalillo Public Schools

### District Wide

### 2016-2017

#### 6) Educational Programs Targeting Tribal Students

<b>BPS Objective:</b> BPS will support the unique cultural and educational needs of American Indian students.
<b>Background:</b> The purpose of the Indian Education Act is to ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools, just to name a few.
<b>Methods:</b> New Capstone Class, Native American Pre-Capstone Leadership Summit, Study Island, Tutoring, Credit Recovery, Keres classes, Counselor Visits, Middle School Mini Conference on College & Career Readiness
<b>Results:</b> Our district provides Keres classes to students from the following Tribes: Cochiti, Santa Ana and San Felipe. The tribes see the importance of their children learning and sustaining their language. There are also programs such as tutoring and credit recovery that will help our students earn the credit hours they need for graduation and improve their math and reading skills. We have heard from San Felipe and Santo Domingo Tribal communities that they will each have a Keres class at the Bernalillo High School next school year.
<b>Conclusion:</b> Students were able to participate in various programs throughout the school year specifically programs that were created for Native American students.
<b>Action Plan:</b> The Indian Education Department will continue to provide programs for Native American students throughout the school year and summer. The programs will provide students with the skills to continue with school work, pass classes, earn their credits for graduation, and become college ready and be successful in their path to their future.

Our Department applied for a grant through the Office of Indian Affairs in Santa Fe. We were awarded \$40,000 for a Student Leadership Summit, to continue working on the 100 Years Curriculum specifically for Bernalillo Public Schools and to work with the Leadership Institute in Santa Fe for the next meeting with BPS Staff and all Stakeholders.

In the past the Indian Education Program has had a High School College Prep Camp that is held in the summer for incoming freshman, sophomores, juniors and seniors. This is the first year that our program held a Pre-Capstone Student Leadership Summit, which was held at the Indian Pueblo Cultural Center, UNM Main Campus, Bernalillo High School and UNM-West. The Summit was a weeklong Pre-Capstone that provided students with the skills to research their senior project. Students were provided with Mentors who were contracted to help them through the research process of topics, designing their power point presentations and becoming comfortable with talking in front of an audience. There were presentations from a variety of careers, such as the Environment, Land, Keres Language, and Art/Music just to name a few. The students presented their topics at the end of the week and a few parents were present for their student presentations.

# **Tribal Education Status Report**

## **Bernalillo Public Schools**

### **District Wide**

### **2016-2017**

We continue to use Study Island at Santo Domingo Elementary & Middle School. The curriculum is used to help our students in Math and Reading. It is a software program that students use during the day to work on their math and reading skills, especially in areas that they are weak in.

#### **Tutoring:**

Each of our school sites provides tutoring for our students. We will also provide the transportation for students to get home.

#### **Credit Recovery:**

Bernalillo High School provides credit recovery after-school and has two sessions in which students can attend. The credit recovery is taken on-line. There is no enrichment attached to the credit recovery. Priority is given to seniors and juniors.

#### **Keres classes:**

The district currently has Keres classes for the following Tribal Communities:

- Santa Ana (K-12) – Carroll Elementary School, Bernalillo Elementary School, Bernalillo Middle School and Bernalillo High School
- Cochiti (K-12) – Cochiti Elementary & Middle School and Bernalillo High School
- San Felipe (K-5) – Algodones Elementary School and Bernalillo Elementary School (5<sup>th</sup> grade)

#### **Counselor Visits:**

Bernalillo High School counselors visited with parents and students within the communities to review graduation requirement, credits that students currently have and to discuss their schedule of classes for next school year.

- February 21<sup>st</sup> – Cochiti and Santo Domingo
- February 22<sup>nd</sup> – San Felipe and Santa Ana
- February 23<sup>rd</sup> – Zuni Pueblo

#### **Student Leadership Institute (Pueblo Governors – Bernalillo Public School):**

- December 21-22, 2017 - Middle School Students – Leadership Institute  
(Agenda attached in Appendix)
- Student Leadership Institute May 4-5, 2017 – Indian Pueblo Cultural Center  
(Agenda attached in Appendix)

#### **Senior Capstone Class:**

- Classroom guidelines for Project
- Presentations



# **Tribal Education Status Report**

## **Bernalillo Public Schools**

### **District Wide**

### **2016-2017**

#### **Summer Senior Capstone Project:**

- Agenda
- List of Mentors and Presenters
- Student Presentation Topics
- Meetings held throughout the months of April – June, we met with the Program Coordinator, Mentors and some of the Program Presenters on June 8<sup>th</sup> to finalize and discuss the full week of the summer program, roles & responsibilities, review the agenda, strategies working with the students (research and development of their presentations).

#### **Bilingual Seal Meetings:**

- Santa Ana – May 2, 2017
- Bernalillo Middle School – May 22<sup>nd</sup>
- Bernalillo High School – May 24<sup>th</sup>

#### **Cochiti Pueblo Meeting – Kevin Lewis**

Discussed Keres Class  
Evaluation & Observation of Students  
Proficiency Levels

#### **Native American Language Policy Retreat**

June 23, 2017  
520 Native Language Teacher Certification Process  
Bilingual Seal Certification Process  
State-Tribal and LEA-Tribal MOU's Regarding Native Language Programs In Schools

# Tribal Education Status Report

## Bernalillo Public Schools

### District Wide

### 2016-2017

## 7) Financial Reports

<b>BPS Objective:</b> Through the use of public school funds, Title VIII (Impact Aid) and Title VII (Indian Education), we will ensure that students attending Bernalillo Public Schools are provided opportunities for educational success, that we will meet their educational needs and improve services of the Indian Education program and the district.
<b>Background:</b> The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960's and early 1970's. As a tool for better decision making. Prior to the creation of the current formula, school funding methods had created some dis-equalization among districts because of differences in local wealth. The goal of the new formula, is to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. The formula is designed to distribute Operational funds to school districts objectively and in a non-categorical manner. Dollars received by the district are not earmarked for specific programs. Within the statutory and regulatory guidelines, school districts have the option to spend their dollars according to local priorities.
<b>Methods:</b> Please see budgets below in regard to funds generated by American Indian students to include: 25147 (Impact Aid) and 25184 (Title VII- Indian Education)
<b>Results:</b> Financial reports and information are reported below to show the funds that are generated by American Indian students. The funds provide for professional development for teachers, General Supplies & Materials for classrooms, Software for Credit Recovery, Student Travel (Transportation) for field trips, University/College visits, conferences, , etc.
<b>Conclusion:</b> Bernalillo Public Schools continues to monitor expenditures and align funds to the needs of our students, with consultation from Tribal Leadership, Tribal Education Departments and Tribal Communities.
<b>Action Plan:</b> Continue to review expenditures with our Stakeholders in order to provide the opportunities and an education that will produce successful students in our district.

### DISTRICT FINANCIAL REPORTING – Funds Generated by American Indian Students

<b>Bernalillo Public Schools</b>	
<b>Total Enrollment (80 Day)</b>	3135
<b>Total Enrollment (80 Day) American Indian</b>	1338
<b>American Indian %</b>	43%
<b>Total District Budget</b>	76,024,874.00
<b>25184 Title VII – Indian Education</b>	230,628.00
<b>25147 Title VIII – Impact Aid</b>	1,343,076.94
<b>Total Funding Indian Programs</b>	1,573,704.94
<b>Amount Per Student</b>	1,176

# Tribal Education Status Report Bernalillo Public Schools District Wide 2016-2017

## Impact Aid - Report for 2016-2017

		<b>Budget</b>			
<b>1000</b>	<b>Salaries</b>	448,205.67	<b>2100</b>	<b>Salaries</b>	48,425.35
	<b>Benefits</b>	165,300.96		<b>Benefits</b>	<u>17,169.72</u>
	<b>Professional Develop</b>	20,092.82			\$65,595.07
	<b>Other Charges</b>	98.16			
	<b>Student Travel</b>	35,569.18	<b>2300</b>	<b>Salaries</b>	85,299.34
	<b>Contract Services</b>	250.00		<b>Benefits</b>	25,685.35
	<b>General Supplies</b>	21,498.80		<b>Prof. Develop.</b>	300.00
	<b>Supply Assets</b>	<u>10,513.96</u>		<b>General Supplies</b>	<u>344.66</u>
		\$701,529.55			\$111,629.35
<b>2400</b>	<b>Additional Comp</b>	500.00	<b>2500</b>	<b>Salaries</b>	11,026.44
	<b>Benefits</b>	<u>117.59</u>		<b>Benefits</b>	<u>2,678.94</u>
		\$617.59			\$13,705.38

**TOTAL: \$893,076.94**

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## Indian Education – Report for 2016-2017

|             |                             |                 |             |                    |                  |
|-------------|-----------------------------|-----------------|-------------|--------------------|------------------|
|             |                             | <b>Budget</b>   |             |                    |                  |
| <b>1000</b> | <b>Salaries</b>             | 51,773.10       | <b>2100</b> | <b>Salaries</b>    | 57,796.50        |
|             | <b>Benefits</b>             | 15,217.30       |             | <b>Benefits</b>    | <u>34,149.78</u> |
|             | <b>Professional Develop</b> | 1,125.00        |             |                    | \$91,946.28      |
|             | <b>Other Charges</b>        | 152.50          |             |                    |                  |
|             | <b>Other Contracts</b>      | 5,000.00        | <b>2300</b> | <b>General Sup</b> | <u>2,831.01</u>  |
|             | <b>General Supplies</b>     | 21,769.01       |             |                    | \$2,831.01       |
|             | <b>Supply Assets</b>        | <u>1,257.09</u> |             |                    |                  |
|             |                             | \$96,294.00     |             |                    |                  |
| <b>2500</b> | <b>Salaries</b>             | 28,324.45       |             |                    |                  |
|             | <b>Benefits</b>             | 9,536.26        |             |                    |                  |
|             | <b>Rentals</b>              | <u>1,696.00</u> |             |                    |                  |
|             |                             | \$39,556.71     |             |                    |                  |

**TOTAL: \$230,628.00**

# Tribal Education Status Report

## Bernalillo Public Schools

### District Wide

### 2016-2017

#### 8) Current status of federal Indian education policies and procedures.

**BPS Objectives:** The objective of the development and review of the Indian Policies and Procedures is to ensure that the School District and Tribal Communities continue to have meaningful discussions and consultation in regard to our Native American students and follow the Impact Aid regulations.

**Background:** Districts that claim federally recognized American Indian students residing on Indian Lands for the Title VIII Impact Aid application shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries verifying that the New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VIII Impact Aid funding requirements.

**Methods:** The Bernalillo Public Schools Indian Policies and Procedures consist of the following eight (8) objectives:

1. BPS will give tribal officials and parents of Indian children an opportunity to comment on whether Indian Children participate on an equal basis with non-Indian children in educational programs and activities within the Local Education Agency (LEA).
2. Assess the extent to which Indian children participate on an equal basis with non-Indian children served by the LEA
3. Modify, if necessary, its education program to ensure that Indian children participate on an equal basis with non-Indian children served by the LEA
4. Disseminate relevant applications, evaluations, program plans and information related to education programs of the LEA in sufficient time to allow the tribes and parents of Indian children an opportunity to review the materials and make recommendations on the needs of Indian children and how the LEA may help those children realize the benefits of the LEA's education programs and activities
5. Gather information concerning Indian views, including those regarding the frequency, location, and time of meetings
6. Notify the Indian parents and tribes of the locations and times of meetings
7. Consult and involve tribal officials and parents of Indian children in the planning and development of the LEA's education programs and activities
8. Modify the IPP's if necessary, based upon the results of any assessment described

**Results:**

- ✓ Please see chart below in regard to compliance.
- ✓ Impact Aid meetings are held every second Wednesday of the month at the Bernalillo Public Schools District Board Room.

**Conclusion:** Bernalillo Public Schools currently has Indian Policies & Procedures signed by the seven Governors whose tribal communities are within our district boundary. The district has throughout the year consulted with the (7) Tribal Communities. We have discussed the IPP's during Impact Aid meetings, at Communities meetings and individual Governor's meetings. As

# Tribal Education Status Report

## Bernalillo Public Schools

### District Wide

### 2016-2017

a district, we do as that everyone review the policies and then make any recommendations for changes, additions or deletions. Recommendations were taken and placed into the IPP. The IPP's are then placed on the School Board agenda in the month of November, the latest in December. Once approved, the district will then meet with Tribal Leadership to have them sign the IPP's. Once the IPP has been signed, we will uploaded into the G5 system and submit with the Impact Aid application which is usually due at the end of January. A copy of the packet is then emailed to the NM Public Education Department Impact Aid Department.

A copy of the current IPP – signatures from the following:

|                  |                      |
|------------------|----------------------|
| Cochiti Pueblo   | San Felipe Pueblo    |
| Jemez Pueblo     | Santo Domingo Pueblo |
| Sandia Pueblo    | Zia Pueblo           |
| Santa Ana Pueblo |                      |

**Action Plan:** Continued consultations with Tribal Governments. Recommendations for review and discussion, final preparations will be made for changes to the IPP.

#### **Results Continued: Compliance with IPP's.**

|               | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|---------|---------|---------|
| Compliant     |         | X       | X       | X       | X       | X       |
| Non-Compliant | X       |         |         |         |         |         |

# Tribal Education Status Report

## Bernalillo Public Schools

### District Wide

### 2016-2017

#### 9) School district Initiatives

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>BPS Objective:</b> The objective is to ensure that Bernalillo Public Schools provide our Stakeholders with initiatives that will support and decrease the number of student dropouts of our American Indian students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Background:</b> New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles that are keeping students from staying in school. We are challenged at times in obtaining resources to help our students. The district continues to collaborate and engage the Tribes for input in regard to academics and cultural awareness and hope that the recommendations have a positive effect on the development of instructional practices that will help reduce the dropout rate and increase student success.</p>                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Methods:</b> Dropout rates are calculated for 7<sup>th</sup> -12<sup>th</sup> grades. A student will be considered a dropout if they were enrolled anytime during the previous year, is not enrolled at the beginning of the current school year, and does not meet certain exclusionary conditions. So, this means that students dropping out during the regular school term in year one, who is not enrolled in school on October 1 of year two, are considered year one dropouts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Results:</b> The Indian Education Program currently has in Draft form a Strategic Plan. We are in the process of making some changes and will look to our Tribal Education Directors to help in the process:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Conclusion:</b> When you look at reasons that students dropout, you see the following reasons reported: 1) student did not re-enroll, 2) had an invalid transfer, 3) intends to take GED. This does not take into consideration the emotional, social, health and economic that can affect dropout rates. Poverty is very prevalent in our communities. Students and family need adequate health care and nutrition. Students may not have access two either one of these factors. This would in turn cause the student to be absent more often. Many of our students stay home to take care of their siblings if there is no one to watch them. Other reasons: discipline, drugs and alcohol, transferring to another school, just stopped coming, age, Tribal role in the community, , pregnant, and moved out of district. There are so many other underlying factors that need to be taken into consideration. Sometimes it is not always black and white.</p> |
| <p><b>Action Plan:</b> Bernalillo Public Schools encourages our schools, school site administration, and staff to continue to support our American Indian students to stay in school and engage them in their class, using the curriculum and becoming an important part of the school environment. We will also continue to collaborate with Tribal communities and implementing academic and cultural awareness.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

**Tribal Education Status Report  
Bernalillo Public Schools  
District Wide  
2016-2017**

**INDIAN EDUCATION PROGRAM  
STRATEGIC PLAN  
2016-2017 (DRAFT FORM)**

- 1. Promote Academic excellence by engaging all students pre-K through grade 12 with a rigorous and relevant educational experience to prepare them for college and/or careers.**
  - Outcome 1.1:** Increase the graduation rate within the next three years to 75%.
  - Outcome 1.3:** Increase attendance at each school site within the next three years.
  - Outcome 1.4:** Students will demonstrate academic growth in literacy and math in K-12 throughout the school year. We will measure outcomes by PARCC, ACCESS, and other forms of testing.
  
- 2. Recruit, develop and retain highly effective administration and staff within the Indian Education Program who are committed to achieving academic results and positive relationships with students, parents, colleagues and community.**
  - Outcome 2.1:** Retain high quality staff and with continued professional development
  - Outcome 2.2:** Professional Development opportunities for staff
  
- 3. Foster a safe, inclusive and respectful school community that values the families, cultures and heritages reflected in our schools.**
  - Outcome 3.1:** The Indian Education Program will create a safe, positive environment at each school site that will result in increased student accountability, participation and attendance; and a decrease in disciplinary referrals suspensions.
  
- 4. Continually improve systems, operations, infrastructure and cutting edge technology to support student education.**
  - Outcome 4.1:** Staff will demonstrate proficiency in the use of technology.
  - Outcome 4.2:** Students will have access to up-to-date technology.
  
- 5. Continue to work with Tribal Officials, Tribal Education Directors and Communities**
  - Outcome 5.1:** Hold monthly Impact Aid meetings with school site Principals, staff, Tribal Education Directors Tribal Officials and partners of the district.
  - Outcome 5.2:** Tribal Communities host the monthly Impact Aid meetings.
  - Outcome 5.3** Keep an active Title VI Committee

**Tribal Education Status Report  
Bernalillo Public Schools  
District Wide  
2016-2017**

- 6. The Hahn Youth Council will work with staff, parents, students and the community to ensure success of our Native American students in different aspects and capacities of the program.**

**Outcome 6.1:** The Hahn Youth Council will serve as a representative of the Native American student population at Bernalillo High School.

**Outcome 6.2:** Will hold weekly and monthly meetings of the Council during Spartan time and after-school.

**Outcome 6.3:** The Hahn Council will participate with Mission Graduate as the district partner and in other attendance initiatives.

- 7. The Native American Liaisons will be advocates for our Native American students and strive to provide the support for our students to help them graduate.**

**Outcome 7.1:** Native American Liaisons will monitor attendance of Native American students at Bernalillo High School (2 Liaisons) and Bernalillo Middle School, Cochiti Middle School and Santo Domingo Middle School. The Elementary Schools will work with the district office staff.

**Outcome 7.2:** NA Liaisons will work with Tribal Education Director's and Tribal Offices to address attendance issues; through: home visits to Tribal Communities.

- 8. College and Career Readiness**

**Outcome 8.1:** Increase the number of scholarships our Native American students receive each year. By helping students apply, researching scholarships, having scholarship nights with students and parents.

**Outcome 8.2:** Increase the number of students accepted into college. A day is designated for students to sit at a computer and apply for colleges, more information provided to students about their future and helping them apply.

**Outcome 8.3:** Provide support for College Preparatory exams.

**Outcome 8.4:** Partner with Gear Up on College Transition activities.

**Outcome 8.5:** Track students to determine how many went to post secondary institutions.



# Tribal Education Status Report

## Bernalillo Public Schools

### District Wide

### 2016-2017

- 1. Promote Academic excellence by engaging all students pre-K through grade 12 with a rigorous and relevant educational experience to prepare them for college and/or careers.**

| Strategic Priority                                                                                              | Timeframe                         | Responsibility                                                            | Milestone<br>(Measure of Progress)                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1.1 Increase the graduation rate of our Native American students within three years to 75%.                   | School Year 2016-2017             | Native American Program, Impact Aid Coordinator, Native American Liaisons | PARCC Testing<br><br>Attendance Rate<br><br>Acceptance into Post Secondary Institutions<br><br>Scholarships applied for and received.<br><br>Proficiency and growth |
| 1.1.2 Increase Native American student attendance at each school site to 95% over the next three years          | School Year 2016-2017 and ongoing | Native American Program, Site Principals, Teachers, Parents & Students    | Increase in student attendance rate<br><br>Number of letters sent home for truancy - decrease                                                                       |
| 1.1.3 Students will demonstrate academic growth in literacy, math and science, k-12 throughout the school year. | School Year 2016-2017             | Native American Program, Site Principals, Teachers, Parents & Students    | PARCC & Other Assessments<br><br>Proficiency and growth measures                                                                                                    |

- 2. Recruit, develop and retain highly effective administration and staff within the Indian Education Program who are committed to achieving academic results and positive relationships with students, parents, colleagues and community.**

| Strategic Priority                                                                        | Timeframe             | Responsibility                                                            | Milestone<br>(Measure of Progress)                                                |
|-------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 2.1.1 Retain high quality staff currently in their positions and those who will be hired. | School Year 2016-2017 | Native American Program, Impact Aid Coordinator, Native American Liaisons | Annual Evaluations by Superintendent/Admin.<br><br>Professional Development Plans |
| 2.1.2 Professional Development opportunities for staff                                    | School Year 2016-2017 | Native American Program                                                   | Professional Development Plans, student success, grades and attendance.           |

# Tribal Education Status Report

## Bernalillo Public Schools

### District Wide

#### 2016-2017

**3. Foster a safe, inclusive and respectful school community that values the families, culture and heritage reflected in our schools.**

| Strategic Priority                                                                                                                                                                                                                           | Timeframe                | Responsibility                                    | Milestone<br>(Measure of Progress)                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------|---------------------------------------------------------------------|
| 3.1.1 The Indian Education Program will create a safe, positive environment at all school sites that will result in increased student accountability, participation and attendance and a decrease in disciplinary referrals and suspensions. | School Year<br>2016-2017 | Native American Program, Native American Liaisons | Following Safety Plans<br><br>Align with first responder procedures |

**4. Improve systems, operations, infrastructure and cutting edge technology to support students education.**

| Strategic Priority                                              | Timeframe                | Responsibility          | Milestone<br>(Measure of Progress)                                           |
|-----------------------------------------------------------------|--------------------------|-------------------------|------------------------------------------------------------------------------|
| 4.1.1 Staff will trained in the use of current technology       | School Year<br>2016-2017 | Native American Program | Up-to-date computers, laptops, printers.<br><br>Number of trainings attended |
| 4.1.2 Students will have access to up-to-date use of technology | School Year<br>2016-2017 | Native American Program | Up-to-date computers, laptops, printers                                      |

**5. Partner with Tribal Officials, Tribal Education Directors and Communities**

| Strategic Priority                                                                                                                                   | Timeframe                | Responsibility          | Milestone<br>(Measure of Progress)                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 5.1.1 Hold monthly Impact Aid meetings with school site Principals, Staff, Tribal Education Directors, Tribal Officials and partners of the district | School Year<br>2016-2017 | Native American Program | Sign-In Sheets<br><br>Indian Policies & Procedures – final document/signatures<br><br>Meetings and information provided to Tribal |

# Tribal Education Status Report

## Bernalillo Public Schools

### District Wide

### 2016-2017

|                                                     |                       |                         |                                                                                                   |
|-----------------------------------------------------|-----------------------|-------------------------|---------------------------------------------------------------------------------------------------|
|                                                     |                       |                         | Education Directors and Tribal Entities<br><br>Agenda                                             |
| 5.1.2 Keeping an active Title VII Parent Committee, | School Year 2016-2017 | Native American Program | Communication with Governors & Tribal Education Departments<br>Sign-In Sheets<br>Agenda & Minutes |

**6. The Hahn Youth Council will work with staff, parents, students and the community to ensure success of our Native American students in different aspects of the program.**

| Strategic Priority                                                                                                               | Timeframe             | Responsibility                                                       | Milestone (Measure of Progress)                               |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------|---------------------------------------------------------------|
| 6.1.1 The Hahn Youth Council will serve as a representative of the Native American student population at Bernalillo High School. | School Year 2016-2017 | Native American Liaisons, Native American Program, and School Sites  | Agenda – Meeting dates<br>Minutes<br>Events<br>Sign-In Sheets |
| 6.1.2 Will hold weekly and monthly meetings of the Council during Spartan time and After-School.                                 | School Year 2016-2017 | Lorilei Chavez, Native American Liaisons and Native American Program | Sign-In Sheets<br><br>Minutes of Meetings<br><br>Agenda       |
| 6.1.3 The Hahn Council will participate with Mission Graduate as the district partner and in other attendance initiatives.       | School Year 2016-2017 | Native American Liaisons, Native American Program, and School Sites  | Agenda – Meeting dates<br>Minutes<br>Events<br>Sign-In Sheets |

**7. The Native American Liaisons will be advocates for our Native American students and strive to provide the support for our students to see that they graduate.**

| Strategic Priority                                                                                  | Timeframe             | Responsibility                                    | Milestone (Measure of Progress)    |
|-----------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------|------------------------------------|
| 7.1.1 Native American Liaisons will monitor attendance of Native American students at school sites. | School Year 2016-2017 | Native American Program, Native American Liaisons | Students with 10 or more absences. |

# Tribal Education Status Report

## Bernalillo Public Schools

### District Wide

#### 2016-2017

|                                                                                                                            |                       |                                                   |                                                               |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------|---------------------------------------------------------------|
| 7.1.2 Native American Liaisons will provide bi-weekly reports to Tribal Education Departments.                             | School Year 2016-2017 | Native American Program, Native American Liaisons | Review of reports<br>Meetings with Students and setting goals |
| 7.1.3 Native American Liaisons will work with Tribal Education Director's and Tribal Offices to address attendance issues. | School Year 2016-2017 | Native American Program, Native American Liaisons | Home Visits to tribal communities                             |

### 8. College and Career Readiness

| Strategic Priority                                                                        | Timeframe             | Responsibility                                       | Milestone<br>(Measure of Progress)                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.1.1 Increase the number of scholarships our Native American students receive each year. | School Year 2016-2017 | Native American Liaisons Native American Program     | Number of students applying for college<br>Pre-ACT, ACT, PSAT<br>Provide workshops on applying to college and for scholarships<br>Acceptance into College<br>Scholarships applied for and received.<br>Increase in student graduation rate |
| 8.1.2 Increase the number of students accepted into post secondary institutions           | School Year 2016-2017 | Native American Liaisons and Native American Program | Meetings<br>Acceptance letters                                                                                                                                                                                                             |
| 8.1.3 Provide support for college entrance exams                                          | School Year 2016-2017 | Native American Liaisons, Native American Program    | Meeting dates<br>Minutes<br>Agenda<br>Sign-In Sheets                                                                                                                                                                                       |
| 8.1.4 Partner with Gear Up on College and Career transition activities                    | School Year 2016-2017 | Native American Liaisons, Native American Program    | Sign-In Sheets<br>Schools visited<br>Applications filled out                                                                                                                                                                               |

**Tribal Education Status Report**  
**Bernalillo Public Schools**  
**District Wide**  
**2016-2017**

As a district we work together to ensure that our students are receiving the best education. The Indian Education program currently has its own strategic plan *(Draft Form)* and is continuing to make changes so that we are always working to refine the goals of the program. We have Native American Liaisons who work closely with students and parents, they do home visits to the communities and meet with the families to ensure the student comes to school and to help with any concerns that they have. The visits are also positive and not always of a negative capacity.

# Tribal Education Status Report

## Bernalillo Public Schools

### District Wide

#### 2016-2017

#### 10) Public school use of variable school calendars.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>BPS Objective:</b> “The variable school calendar objective is to ensure that New Mexico schools collaborate with Tribal governments to identify the important cultural events in their American Indian students’ lives. By using variable school calendars, schools directly address their AI students’ cultural and family responsibilities and enhance these students’ ability to more regularly attend their public school.”</p>                                                                                                                                                                                                                                                          |
| <p><b>Background:</b> The City of Bernalillo has a rich culture and history that includes our Native American communities. Continued collaboration and engagement of our native communities within our educational system and with input from pueblos/tribes a cultural awareness and will provide a positive effect on the educational success of our Native American students</p>                                                                                                                                                                                                                                                                                                                |
| <p><b>Methods:</b> A calendar committee is developed to work on the following: 9, 10, 11 and 12 month calendars for district students and staff. The committee is comprised of teachers, parents, administration, Indian Education Program staff, classified and certified staff. The committee will review the current calendar and make changes to the following years dates. They will then review by month days that need to be added as a holiday, start and end date for students and staff, cultural holidays, parent/teacher conferences and professional development days. The cultural dates of tribal communities are reviewed, discussed and then added to the calendar if needed.</p> |
| <p><b>Results:</b> The district works with Tribal Governments to ensure that we are meeting the needs of our students by allowing them to participate in their own feast days. There are 182 days that students need to be in school, so we work with Tribal Governments, Tribal Education Directors and our staff to ensure they are in school the amount of time to meet state standards, but also knowing that they have obligations.</p>                                                                                                                                                                                                                                                       |
| <p><b>Conclusion:</b> The calendar allows our Native American students to participate in their traditional activities within their communities. The time off allows all students to participate if they wish with no worries about missing school on that particular day.</p>                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Action Plan:</b> The objective is to The Calendar committee meets each year in February. All (4) calendars are reviewed and we have our Tribal Liaison who sits on each of the committees to ensure that we are meeting the needs of the tribal communities. This is also discussed during the Impact Aid and Title VI I meetings.</p>                                                                                                                                                                                                                                                                                                                                                       |

Our school district has a calendar committee that looks at each of the four calendars: 9-month, 10-month, 11-month and 12-month. Teachers and students are on the 9-month calendar. We do have our Impact Aid Coordinator/Tribal Liaison who sits on the committee to ensure that we meet the dates of our Tribal Communities. Our students are excused by the Governor as to the dates of their Feasts and which students will be participating in activities. It is not stated on the calendar, but it is an understanding that students will be excused for the amount of days that the Governor states either by phone or in a letter to the district.

**Tribal Education Status Report  
Bernalillo Public Schools  
District Wide  
2016-2017**

Variable Calendar Days pertaining to the Tribal Communities surrounding Bernalillo Public Schools.

All Souls Day  
Pueblo of Cochiti Feast Day  
Pueblo of Jemez Feast Day  
Pueblo of Santa Ana Feast Day  
Pueblo of Santo Domingo Feast Day  
Pueblo of Zia Feast Day

# Tribal Education Status Report

## Bernalillo Public Schools

### District Wide

### 2016-2017

#### 11) School district consultations with district Indian Education Committees, school-site parent advisory councils and tribal, municipal and Indian organizations

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>BPS Objective:</b> “District Consultations ensure that Bernalillo Public Schools is collaborating and providing an understanding with Tribal communities in regard to educational programs and to develop ways to improve the educational process and opportunities for American Indian students.</p>                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Background:</b> Bernalillo Public Schools within the Title VII-Impact Aid program and application, claim federally recognized American Indian students. As a district we develop Indian Policies and procedures in consultation with Tribal officials, parents and Tribal communities.</p>                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Methods:</b> As outlined in our Indian Policies and Procedures, we will hold our Impact Aid meetings on the second Wednesday of the month, unless the meeting has to change due to other activities within the district. We hold two Tribal Leadership meetings; one in September and the other in March. At the beginning of the school year (August-September) and at the start of the new year (January-February), we will meet individually with Governor’s to discuss our program. Our program will also host Tribal Community meetings to inform the community about the district and our program and to hear any recommendations, issues or concerns from them in regard to our program.</p> |
| <p><b>Results:</b> Please see items below to the number of meetings that have been held and the dates of each meeting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Conclusion:</b> The district has worked hard the last three years in order to strengthen the partnership with our Tribal Communities. As a district, we have had to look at ourselves and see what concerns we have about our programs, see what is working and how we can move forward to ensure our students are provided the best education and that there is equity in all processes. Continue consultation/communication with staff, parents, students, Tribal Education Director’s and Tribal Officials have improved the consultations and the relationships.</p>                                                                                                                            |
| <p><b>Action Plan:</b> The goal of the Indian Education Program is to continue to work closely with our Tribal Communities and district staff. Inform all stakeholders about any changes that will take place the district, have honest and franc conversations, listen, share data and continue to strengthen the relationships between school, parents and tribal communities,</p>                                                                                                                                                                                                                                                                                                                      |

Our Impact Aid meetings are held monthly at the district office Board Room. They are held on the 2<sup>nd</sup> Wednesday of the month, unless a change needs to occur due to professional development, holiday or another meeting that needs to take place. Along with district staff, Superintendent, Deputy Superintendent, Indian Education Program Coordinator, Impact Aid Coordinator, School Site Principals, Native American Liaisons and other staff as requested, Tribal Education Director’s from the tribal communities along with other staff from different departments from the Tribes, parents have attended in the past and tribal officials have also attended.



# **Tribal Education Status Report**

## **Bernalillo Public Schools**

### **District Wide**

### **2016-2017**

We started our Title VII Indian Education Committee meetings in March. The department had a difficult time with the appointments of a parent from each of the tribal communities. There are currently (3) parents on the committee along with a representative from one of the Tribes. This program is dependent on this committee. They may be in an advisory role, but they need to sign off on the parent committee form in order to re-apply for Title VII funding. They also review grades, testing results, attendance and make recommendations for program services.

The district meets with each Tribal Governor at the beginning of the school year in August or September, to introduce ourselves and to talk about the district, our program goals and listen to any concerns and answer any questions they may have. We provide the number of students they have attending our school district by school site; we review the Indian Policies and Procedures and let them know of upcoming meetings and deadlines. We will also meet with the new Governors appointed in January/February to review the same information.

Within our Indian Policies & Procedures it also states that as a district, we will meet with Tribal Leadership twice a year, once in the Fall and once in the Spring. The presentations at these meetings consist of the School Site presentations, Bilingual, Indian Education Program, Attendance, Academic Achievement, Budget and other topics as needed. Governors and their leadership attend as well as Tribal Education Director's, district Director's and Coordinator's, and other outside organizations that are we partner with.

#### **Impact Aid Meeting Dates:**

|                   |                   |                |
|-------------------|-------------------|----------------|
| August 17, 2016   | December 14, 2016 | April 27, 2017 |
| September 7, 2016 | January 18, 2017  | May 10, 2017   |
| October 21, 2016  | February 8, 2017  | June 7, 2017   |
| November 10, 2016 | March 15, 2017    |                |

#### **Title VII Meeting Dates:**

February 9, 2017  
May 26, 2017 (Public Hearing held at District Office)  
June 7, 2017

#### **Tribal Leaders Meetings:**

September 24, 2016 and March 30, 2017

#### **Public Hearings/Community Meetings at Tribal Communities:**

#### **Tribal Education Director's Meetings:**

January 13<sup>th</sup>, 20<sup>th</sup> and February 16<sup>th</sup>, 2017

**Tribal Education Status Report  
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2016-2017**

**Ribbon Cutting:** Santo Domingo New School – February 9<sup>th</sup>

**Federal Programs District Meeting:** May 22<sup>nd</sup> & 24<sup>th</sup>, 2017  
Agenda

**Government to Government Meetings:**  
April 3, 2017

**Tribal Education Status Report  
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**12) Indigenous research and evaluation measures and results for effective curricula for tribal students.**

The research and development of a Native American curriculum will become reality for the 2016-2017 school year. The district has spent many hours this school year working with Leola Tsinnajinnie in developing the curriculum. The curriculum is in the beginning stages, lessons have been developed, a classroom textbook has been purchased and we will have two (2) Native American Studies classes that will start in the Fall. It is a very exciting time for the district. The teacher will be Diane Williams, who is also the Cochiti Keres teacher.

Bernalillo Public Schools contracted with Dr. Tsinnajinnie to research and develop the curriculum that would be implemented in the Fall. The Indian Education Program applied for a grant through the Public Education Department for \$25,000. The grant funds would be used to begin the work on the curriculum and to work with our middle schools students on College and Career Readiness. *Leola is a professor at UNM teaching in the Native American Studies department.*

There were several meetings held: February 23<sup>rd</sup>, March 21<sup>st</sup>, April 4<sup>th</sup>, May 17<sup>th</sup> & 25<sup>th</sup> – there was also a presentation made to 8<sup>th</sup> through 12<sup>th</sup> grade students during the Native American Student/Community Leadership Institute.

**Tribal Education Status Report  
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**Appendix:**

- A. Middle School “Rez of Your Life” Mini Conference: College and Career Agenda
- B. Summer Senior Capstone Project  
Agenda, Flier, Strands (Description)
- C. Native American Student/Community Leadership Institute.  
Agenda, Student/Group Responses
- D. Native American Studies Class  
Agendas & Goals of the Class

**Tribal Education Status Report  
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**BPS Native American College & Career Connect**

Mini-Conference Schedule

Santo Domingo Middle School & Cochiti Middle School 12/21/2016

|               |                                                                                                                                                |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:00 am       | Arrival and Check-in (UNM West Campus, Rio Rancho)                                                                                             |
| 8:30-9:00 am  | Welcome and Overview (ice breakers)                                                                                                            |
| 9:00-12:00 pm | Middle School Binder Curriculum (selecting a college, types of college, etc.)<br><br>Ice-breakers, hands-on activities interspersed throughout |
| 12:00-1:00 pm | Lunch on-site                                                                                                                                  |
| 1:00-1:10 pm  | Allied Health                                                                                                                                  |
| 1:10-1:20 pm  | Communication Careers                                                                                                                          |
| 1:20-1:30 pm  | National Guard w/emphasis on college assistance                                                                                                |
| 1:30 pm       | Departure                                                                                                                                      |

**Tribal Education Status Report  
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**BPS Native American College & Career Connect**

Mini-Conference Schedule

Bernalillo Middle School 12/22/2016

|               |                                                                                                                                                |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:00 am       | Arrival and Check-in (UNM West Campus, Rio Rancho)                                                                                             |
| 8:30-9:00 am  | Welcome and Overview (ice breakers)                                                                                                            |
| 9:00-12:00 pm | Middle School Binder Curriculum (selecting a college, types of college, etc.)<br><br>Ice-breakers, hands-on activities interspersed throughout |
| 12:00-1:00 pm | Lunch on-site                                                                                                                                  |
| 1:00-1:15 pm  | Allied Health                                                                                                                                  |
| 1:15-1:30 pm  | Communication Careers                                                                                                                          |
| 1:30-1:45 pm  | National Guard w/emphasis on college assistance                                                                                                |
| 1:45 pm       | Departure                                                                                                                                      |

**Tribal Education Status Report  
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**SUMMER SENIOR CAPSTONE PROJECT**

**JUNE 12 – 16, 2017**

***Monday, June 12<sup>th</sup> @ Indian Pueblo Cultural Center – 9:00 am to 3:00 pm***

|          |                                                                  |
|----------|------------------------------------------------------------------|
| 9:00 AM  | Breakfast is served                                              |
| 9:10 AM  | Opening Prayer – Ron Martinez Looking Elk                        |
| 9:15AM   | Introductions                                                    |
|          | Opening Prayer                                                   |
|          | Week Itinerary Outline                                           |
|          | Paperwork and Rules                                              |
| 9:30 AM  | Ice Breaker                                                      |
| 10:00 AM | Tour of Indian Pueblo Cultural Center & Museum                   |
| Noon     | Lunch                                                            |
| 12:30 PM | Brainstorm on Upcoming Topic/Quick Writes – Derrick Toledo       |
| 1:00 PM  | Advocacy – Jerickson Hosteen                                     |
| 2:00 PM  | Arts, Music & Social Commentary – Warren Montoya & Emmett Garcia |

***Tuesday, June 13<sup>th</sup> @ Bernalillo High School Black Box & Sandia Pueblo – 9:00 am to 3:00 pm***

|          |                                                                          |
|----------|--------------------------------------------------------------------------|
| 9:00 AM  | Breakfast is served                                                      |
| 9:10 AM  | Opening Prayer/Mindfulness – Ron Martinez Looking Elk                    |
| 9:20 AM  | Reflections from June 12 <sup>th</sup> /Quick Writes – Derrick Toledo    |
| 9:30 AM  | Cultural Preservation – Victor Blue Sky                                  |
| 10:30 AM | Natural Resources – Water Protectors/ Pueblo Camp                        |
| 11:30 AM | Lunch at Sandia Pueblo/Sandia Feast Day (Santanita Kick 170 Parrot Blvd) |

***Wednesday, June 14<sup>th</sup> @ Indigenous National Library Program/Zimmerman – 9:00 am to 3:00 pm***

|          |                                                                       |
|----------|-----------------------------------------------------------------------|
| 9:00 AM  | Breakfast is served                                                   |
| 9:10 AM  | Opening Prayer/Mindfulness – Ron Martinez Looking Elk                 |
| 9:20AM   | Reflections from June 13 <sup>th</sup> /Quick Writes – Derrick Toledo |
| 9:30 AM  | Economic Development – Henry Jake Foreman                             |
| 10:30 AM | College Readiness – Joshua Lucio/Mentor                               |
| 11:30 AM | Lunch – Duck Pond                                                     |
| Noon     | Walk to NAS/AISS                                                      |
| 1:00 PM  | Research “What Did I Find”                                            |

# Tribal Education Status Report

## Bernalillo Public Schools

### District Wide

### 2016-2017

2:00 PM      Presentation Skills  
                  How to Use Prezi & Power Point – Daphne Little Bear  
                  Presentation Skills – Kervin Candelaria

***Thursday, June 15<sup>th</sup> @ UNM West Campus – Room 1225 (Computer Lab 1221) – 9:00 am to 3:00 pm***

9:00 AM      Breakfast is served  
 9:10 AM      Opening Prayer/Mindfulness – Ron Martinez Looking Elk  
 9:20 AM      Reflections from June 14<sup>th</sup>/Quick Writes – Derrick Toledo  
 9:45 AM      Research  
 Noon          Lunch  
 1:00 PM      Presentations  
                  Six (6) @ 10 minutes each presentation with feedback and breaks

***Friday, June 16<sup>th</sup> @ UNM West Campus – Room 1225 (Computer Lab 1221) – 9:00 am to 3:00 pm***

9:00 AM      Breakfast is served  
 9:10 AM      Opening Prayer/Mindfulness – Ron Martinez Looking Elk  
 9:20 AM      Reflection from June 15<sup>th</sup>/Quick Writes – Derrick Toledo  
 9:30 AM      Presentations  
                  Six (6) @ 10 minutes each presentation with feedback and breaks  
 11:45 AM      Evaluations  
 Noon          Lunch & Celebration with Parents  
 1:00 PM      Celebration with gifts  
                  Keynote Speaker – Doreen Bird



**Tribal Education Status Report  
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**Strand Descriptions**

**#1 - Service-Oriented Strand**

Students choosing this strand will devote a minimum of 40 hours (outside of school) toward a community service project. Research area would be the “issue” being addressed and its importance to the community it serves. This strand will have you asking and answering specific questions about the “issue” you have chosen and identifying solutions to this problem through the implementation of your project/creation of your community service project.

Examples:

1. develop and implement a unique promotion for raising funds for a local charity
2. organize a community clean-up effort of a public area, park, school,
3. organize a field-trip, workshop, or seminar of interest for members of an elderly home
4. organize a clothing drive for a homeless shelter
5. develop a business plan to open up a non-profit to address an unmet community need
6. develop a community service project and implement it that addresses a specific issue

**DO YOU HAVE YOUR OWN IDEA FOR THIS STRAND??  
LET US KNOW – DESIGN YOUR OWN**

**Tribal Education Status Report  
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**Strand Descriptions**

**#2 - Project-Based Strand**

Students choosing this strand will spend a minimum of 40 hours (outside the classroom) working to develop a project that incorporates a minimum of (2) two disciplines: math, science, engineering, and technology, etc. and demonstrate it by constructing or creating something using a new skill base or knowledge. Research area would be the implementation, application, etc. of the skill, project, plan, etc.

**Project Ideas:**

1. design and build a model of a physical product such as a park or building
2. develop a technology or mechanically-based idea for actual use
3. write a computer program for practical application
4. write, act, direct, produce, and screen adaptations of short stories
5. create a school news website
6. construct all components of a new community or new subdivision
7. design a restaurant: menu, floor plan, business plan, advertising
8. design and establish an animal friendly park, or design a zoo

**DO YOU HAVE YOUR OWN IDEA FOR THIS STRAND??  
LET US KNOW – DESIGN YOUR OWN**

**Tribal Education Status Report  
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**Strand Descriptions**

**#3 - Career-Exploration Strand**

Students who choose this strand will complete a “job shadowing” of a minimum of 40 hours in the career field the student intends to pursue after high school. After identifying a career area of interest, the student will research and identify a local company or organization that will sponsor them for a “job shadowing”. If the student is unable to identify a company or organization, the Capstone Administrator will attempt to assist with this search effort. Research area would be the career field of your choice.

**Examples:**

Automotive industrial arts  
Culinary/food service/hospitality tourism  
Welding farming/agriculture  
Manufacturing/construction medical

**DO YOU HAVE YOUR OWN IDEA FOR THIS STRAND??  
LET US KNOW – DESIGN YOUR OWN**

**Tribal Education Status Report  
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**Strand Descriptions**

**#4 - Academic Strand**

Students who choose this strand would be college or career bound with some idea of a major in mind or at least a field of interest. Students choosing this strand will complete 40 hours (outside the classroom) completing interviews and research. Students will find a mentor to work with and who will oversee the completion of the 40 hours. Students would research potential careers (education, salaries, types of jobs, etc.) in the respective fields of study or complete a literature review on a genre of literature, music, film, art, etc., a literature review on an author/composer of a specific genre of literature, music, film, art, or etc.

**Other examples include, but are not limited to:**

1. Write a/or several short stories / a book of poetry.
2. Write, edit and produce a short movie or program.
3. Create a portfolio of student created art pieces.
4. Create a news package (broadcast journalism) of your unique work.
5. Create a media package of your unique work.
6. Write several pieces of music in a particular genre.
7. Choose an art form where you can analyze and discuss its history and its impact on society.
8. Complete a thorough literature review on a favorite genre of literature, music, art, etc. and authors associated with this genre.

**DO YOU HAVE YOUR OWN IDEA FOR THIS STRAND??  
LET US KNOW – DESIGN YOUR OWN**

**Tribal Education Status Report  
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**Bernalillo High School**

Get your jump start on your Capstone Project.  
Gain confidence in your presentation skills.  
Network and learn about resources.  
Learn how to solve tribal issues.  
Paid five-week internship available for participants.

**June 12-16, 2017**  
**8 am to 5 pm**

**Indian Pueblo Cultural Center  
and other cool places**

**Senior Capstone Project**

*No cost, transportation and meals will be provided. Space is limited.*

For more information, please contact:  
Curtis Chavez—[cchavez@bps.k12.nm.us](mailto:cchavez@bps.k12.nm.us) or (505) 440-4220  
Cynthia Medina—[cmedina@bps.k12.nm.us](mailto:cmedina@bps.k12.nm.us) or (505) 404-5242  
Jeanette Garcia—[jdgarcia@bps.k12.nm.us](mailto:jdgarcia@bps.k12.nm.us) or (505) 404-5721

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**American Indian Student Leadership Institute  
Bernalillo Public Schools, Indian Education Office  
Indian Pueblo Cultural Center  
May 4 and 5**

Thursday, May 4th

9:00

**Welcome**

Jeanette Garcia, Curtis Chavez

Invocation

Pueblo Governor

9:15-9:30

**Purpose: Re-visioning Indian Education**

Pueblo Education Director

9:30-10:30

**Like our forefathers, we too shall Rise**

Pua Case

Kumu, Instructor

Mauna Kea 'Ohana

10:30-10:45

Break

10:45-12:00

**Creating Relevance in Education**

*Indigenous knowledge, history, culture*

Dr. Leola Tsinnajinnie

Associate Professor

Native American Studies

University of New Mexico

**What Indigenous Studies meant to me...why is it important**

Chasity Salvador, Acoma Pueblo

Senior, Stanford University

Graduate, Santa Fe Indian School

12:00-1:00

Lunch

# **Tribal Education Status Report Bernalillo Public Schools District Wide 2016-2017**

1:15-2:30

The Place of Language in Our Vision of Education

**Pueblo Language Panel: What are we doing in the maintenance of our languages?**

- Cochiti
- Santo Domingo
- San Felipe
- Santa Ana
- Sandia
- Jemez
- Zia

2:30-3:30

**Youth Perspectives: language, cultural knowledge, identity**

**Sustaining Language: A Youth Perspective**

SunnyRose Eaton

Tesuque Pueblo

Senior, Santa Fe Indian School

Leadership Institute Fellow

**Intergenerational Approaches to Language and Cultural Knowledge Transfer**

Carly Chavarria

Santa Clara Pueblo

Senior, Santa Fe Indian School

United Nations Youth Ambassador

Leadership Institute Fellow

**Challenges of identity, a place to belong; the innocent caught up in the debate of blood quantum and tribal membership**

Jackson Suazo

Acoma, Laguna, Santa Ana, Taos,

Senior, Cibola High School

Leadership Institute Fellow

BPS Capstone

3:30-3:45

Break

3:45-4:45

Breakouts

**What are the most pressing challenges we face in our communities?**

# **Tribal Education Status Report Bernalillo Public Schools District Wide 2016-2017**

Friday, May 5<sup>th</sup>

8:30-9:00

**Welcome back**

Summary of Breakouts

9:00-10:15

**Our Challenges when education fails our students; issues that stand in the way...**

**Drop outs, truancy, behavioral and mental health challenges...“The resilience of our young people”**

Ester Tenorio

San Felipe Pueblo

Director of Programs

Systems of Care

**Who owns the problem when our children are pushed out from schools? The school to prison pipeline**

Casey Douma

Laguna Pueblo

Attorney

Restorative Justice Interventions

WK Kellogg Fellow

**The need for alternative programming....keeping our children in school**

Michael Pecos

Cochiti Pueblo

Dean of Students

Santa Fe Indian School

10:15-10:30

Break

10:30-11:30

**When our children succeed...pathways to opportunities and higher education**

**Building Partnerships**

- Pueblo/CNM/Bernalillo Public Schools Innovations  
Rick Miera  
Former Chairman, House Education Committee, House Majority Floor Leader
- Pueblo/UNM/Bernalillo Public Schools Health Careers  
Joyce Naseyoma Chalan, UNM West, Pueblo PhD Candidate



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**What we need to know to travel the road toward higher education...**

Carmen Lopez, Dine  
Founder, Director  
College Horizons

12:30-12:15

Keynote Address

**How do we accomplish what we desire for our children in education?**

Representative Derrick Lente  
Attorney/Rancher  
Sandia/Isleta Pueblos

# Tribal Education Status Report Bernalillo Public Schools District Wide 2016-2017

## STUDENT/GROUP RESPONSES

| 1) WHAT ARE THE MOST PRESSING CHALLENGES WE HAVE IN SCHOOLS?                                                                                                                                                                      | WHAT WOULD BE SOME SOLUTIONS OR POSSIBILITIES TO THESE CHALLENGES?                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Bullying</li> </ul>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Parents and police involved,</li> <li>• Principal</li> <li>• Zero tolerance (suspension)</li> </ul>                                                                            |
| <ul style="list-style-type: none"> <li>• Focus on class work (phones, friends, monkey see, monkey do)</li> <li>• Teacher negative attitude</li> <li>• Boring</li> <li>• Teachers talk too much</li> <li>• Side tracked</li> </ul> |                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Not understanding the work (Stress)</li> </ul>                                                                                                                                           |                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Not enough culture activities in the school</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>• Bring in presenters; age does not matter as long as they speak Keres</li> </ul>                                                                                                |
| <ul style="list-style-type: none"> <li>• High dropout rates and lack of attendance</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>• Cultural sensitivity</li> <li>• Relevant learning</li> <li>• Hands on learning to reinforce lessons</li> <li>• More Native American educators that we can relate to</li> </ul> |
| <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Pressure of having good grades</li> <li>• Not understanding (geometry vocabulary, biology)</li> </ul>                                                                | <ul style="list-style-type: none"> <li>• Ask for extra help</li> </ul>                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Paying attention</li> <li>• Distractions</li> <li>• Limited access to materials</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>• Smaller classes (overcrowded)</li> </ul>                                                                                                                                       |
| <ul style="list-style-type: none"> <li>• PARCC testing – teachers are not reviewing what is on the PARCC; should know because that's what they are paring students for</li> </ul>                                                 | <ul style="list-style-type: none"> <li>• Teachers should know what's on the PARCC</li> </ul>                                                                                                                            |



**Tribal Education Status Report  
Bernalillo Public Schools  
District Wide  
2016-2017**

| <b>1) WHAT ARE THE MOST PRESSING CHALLENGES WE HAVE IN SCHOOLS?</b>                                                                                                                                    | <b>WHAT WOULD BE SOME SOLUTIONS OR POSSIBILITIES TO THESE CHALLENGES?</b>                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Bullying</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>• Stand together</li> <li>• Don't be a bystander</li> <li>• Tell a teacher</li> </ul>                                                |
| <ul style="list-style-type: none"> <li>• Homework</li> </ul>                                                                                                                                           |                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Early Start time (7:30 AM)</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>• Start class later (8:30 AM)</li> </ul>                                                                                             |
| <ul style="list-style-type: none"> <li>• Don't get help when there is a big class, ex. Physical Science</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>• Have an assistant teacher in class to help out the regular Ed. Teacher</li> </ul>                                                  |
| <ul style="list-style-type: none"> <li>• Short transition periods</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>• Longer transition periods – 7 minutes</li> </ul>                                                                                   |
| <ul style="list-style-type: none"> <li>• Cultural Diversity</li> <li>• Balancing different lifestyles</li> <li>• Dropout Rate</li> <li>• Attendance Rate (lack)</li> </ul>                             | <ul style="list-style-type: none"> <li>• More hands on activities</li> <li>• Curriculum pertaining to our unique lifestyles</li> <li>• Better school environment</li> </ul> |
| <ul style="list-style-type: none"> <li>• National testing</li> <li>• Lack of information for college application (FAFSA, SAT, ACT)</li> <li>• Senior, Junior priority of class registration</li> </ul> |                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Kids struggle in Math or in a different subject</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>• After school programs to help</li> </ul>                                                                                           |
| <ul style="list-style-type: none"> <li>• Taking notes in class</li> <li>• More explanation of lessons, i.e. science</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>• Lesson on note taking</li> <li>• Explain so students understand: terminology of science and math</li> </ul>                        |
| <ul style="list-style-type: none"> <li>• Attendance – student doesn't want to come to school</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>• Student has no motivation to attend school</li> <li>• No support</li> <li>• No Encouragement</li> </ul>                            |
| <ul style="list-style-type: none"> <li>• Dropout and attendance rates</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>• Teach that education is important and key to being successful</li> </ul>                                                           |
| <ul style="list-style-type: none"> <li>• Living in "two worlds"</li> </ul>                                                                                                                             | <ul style="list-style-type: none"> <li>• Show/teach how to "balance" by using modern and traditional values</li> </ul>                                                      |

# **Tribal Education Status Report Bernalillo Public Schools District Wide 2016-2017**

## **2) What Do You Want To Learn More About In The Classroom**

Native Foods

Jewelry Making

Auto Mechanics

Pottery

Moccasins

Culinary Arts

Beadwork

Technology

Field Trips

Welding

Swimming Team

Archery

Dance Class

Black Box Music

Theater

What's going to be on the PARCC

Pop Culture

Music: KPop, metal, punk, hip hop, pop

Classical, jazz, rock, country

More man skills and ways that can get us  
through college

Better Food

Cooking Classes

Robotics

Math- Reflections and translations

History – learn about Confucius

Astronomy to study stars/telescopes

Real life situations

Preparation for College

Butchering Sheep (Sheep Herding 101)

Music (Different Genres)

Better dual credit classes

Athletics

Senior Course/College Prep – required

Job Prep/Life Skills

Economics (junior/senior)

Public Speaking

Communication Skills

Social Media

YouTube

Economic Development

Mixologist

Tattoo Artist (History, techniques)

Electricity

Life Skills: Financial responsibilities,  
cultural etiquette



# **Tribal Education Status Report Bernalillo Public Schools District Wide 2016-2017**

## **3) HOW CAN SCHOOL PREPARE YOU TO BECOME A LEADER?**

- New experiences in all classes that are hands on
- Challenges to help reach our goal
- Make class more interesting
- Motivated teachers
- Encouragement
- Prepares us by using organization skills and time management skills
- Organizational skills
- Learning to speak in large audiences
- Prepare a speech
- Teaching us skills
- Doing presentations in class
- Communicating with other students
- Mid-schoolers will show Elementary students what will be expected as a Middle Schooler
- Get help from other students
- Learn how to talk to people in a (better) way
- Public Speaking
- People Skills
- Responsibility
- Involve students in school Administration meetings
- Achieving goals while I'm in school
- Prepare you for the real world
- Lessons in stages
- Real world applications
- Self-value/worth: Native American, State, National



# Tribal Education Status Report Bernalillo Public Schools District Wide 2016-2017

## 4) What Are Some Great Things In Your Own School That You Would Like To Share With Others?

Brand New School

New Garden

New Extracurricular Activities

Steven Q came in 1<sup>st</sup> in all his meets

Great artist competition

Great art teacher

Writers being acknowledged

Band is expanding

Great opportunity to come to conference

Like this one!

Keres Language classes

College horizons

Mr. Lukowski (Junior Counselor)

Spartans Got Talent

Radio Station

Sports

Technology

Academic Leadership

J.A.G Program

RoboRave

STEM Sisters

Auto Welding

Woodwork

Culinary Arts

Weightlifting

NASA

Isaiah is graduating! #2K17

New School!

Welding

Connected with History classes because  
grandmother told stories and realized  
the importance

Likes math when he understands lessons

Hahn Youth Council

Voice of NA Students

Hosts School Events:

Talent Show

Native American Heritage Month

Mr. & Miss Native BHS Pageant

Field Trips (Fundraisers)

Community Give Back

Mesa Club

Flight Club

AR Goals are being met by all grades

