

**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2015-2016**

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Deborah Good		Mission Graduate

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

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

**Tribal Education Status Report
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Tribal Education Status Report Bernalillo Public Schools District Wide 2015-2016

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 2015-16 school year for Native American students within BPS.

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2015-2016

2015-16 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	2	0	1	0	6
Cochiti	0	69	28	2	23	1	0	0	3	0	126
Isleta	0	0	0	0	0	0	0	0	2	0	2
Jemez	4	1	1	4	4	3	3	0	2	1	23
Jicarilla Apache	0	0	0	0	2	0	0	1	0	0	3
Laguna	2	4	0	0	2	1	1	0	0	0	10
Navajo	2	4	3	8	12	11	6	0	11	3	60
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	156	4	1	73	120	31	6	1	2	0	394
San Ildefonso	1	1	0	0	0	0	0	0	0	0	2
San Juan	0	1	1	0	2	0	0	0	0	0	4
Sandia	0	0	0	4	7	3	0	0	11	0	25
Santa Ana	3	2	0	22	25	30	0	0	33	0	115
Santa Clara	1	0	0	0	0	0	0	0	1	0	2
Santo Domingo	15	66	31	10	102	8	207	85	7	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	9	11	1	1	1	4	1	29
Zuni	5	0	0	1	0	2	0	0	0	0	8
Other	2	1	1	6	10	2	1	0	10	2	35
TOTAL	193	153	66	139	320	95	227	88	87	7	1375
<u>Total School Population</u>	<u>220</u>	<u>201</u>	<u>94</u>	<u>476</u>	<u>752</u>	<u>403</u>	<u>227</u>	<u>88</u>	<u>572</u>	<u>123</u>	<u>3156</u>

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1. School Achievement

<p>BPS Objective: To support the efforts of the Bernalillo Public School District to meet the unique educational and culturally related academic needs of Native American students.</p>
<p>Background: 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.</p>
<p>Methods: During the 2015-2016 School Year, students were tested in grades K-2 using the Dibels Assessment.</p>
<p>Results: The following graphs will show the results of our Native American student compared to all other students.</p> <ul style="list-style-type: none"> ✓ In 8th grade reading, our Native American students are doing better than all other students, ✓ At BHS, within Algebra I, 75% are at Levels 4 & 5, which means proficiency. ✓ Within Geometry, 50% of our students are at levels 4 & 5.
<p>Conclusion: Our Native American students continue to score below in the (3) core subjects of math, reading and science.</p>
<p>Action Plan:</p> <ol style="list-style-type: none"> 1. Increase the graduation rate of our Native American students within three years. 2. Increase student attendance rate at each school site over the next three years. 3. Students will demonstrate academic growth in literacy, math and science, K-12 throughout the entire school year.

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

DIBLES - Overall Score

Kindergarten

Hispanic 62.2
Am Indian 60.5

1st Grade

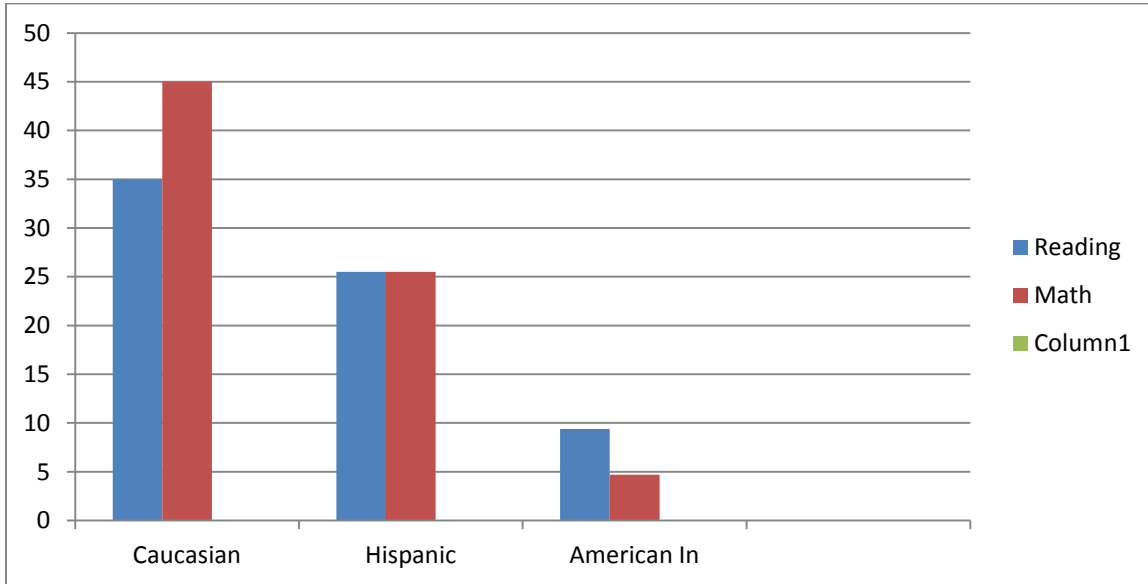
Hispanic 55.7
Am Indian 59.6
Caucasian 72.2

2nd Grade

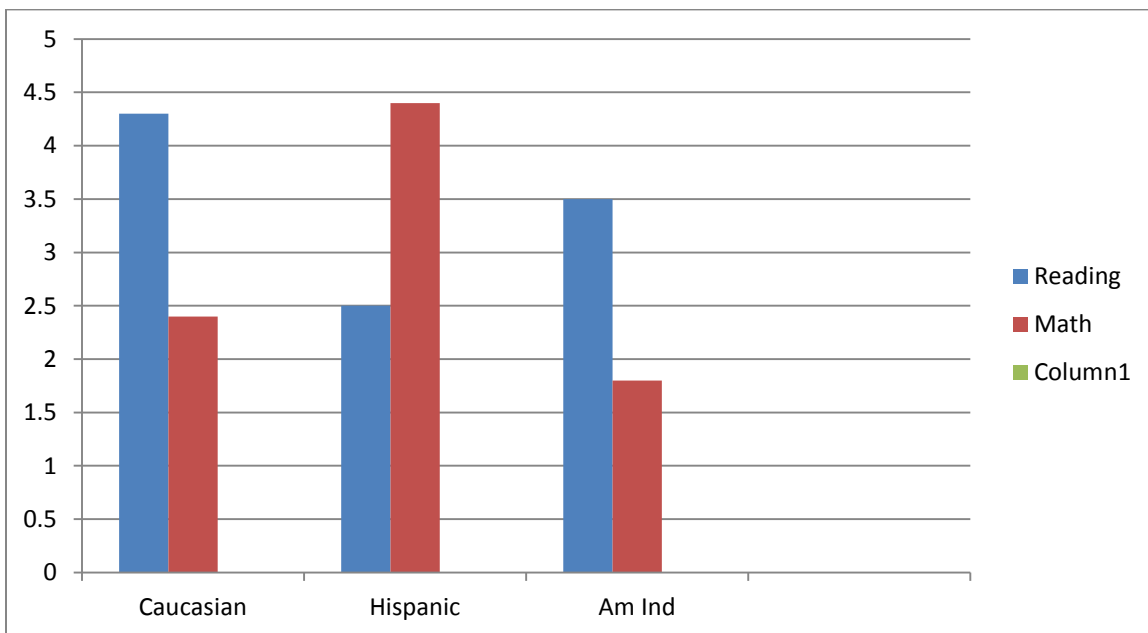
Hispanic 47.1
Am Indian 55.7
Caucasian 52.2

Tribal Education Status Report Bernalillo Public Schools District Wide 2015-2016

PARCC 2014-2015 3rd Grade – Reading & Math

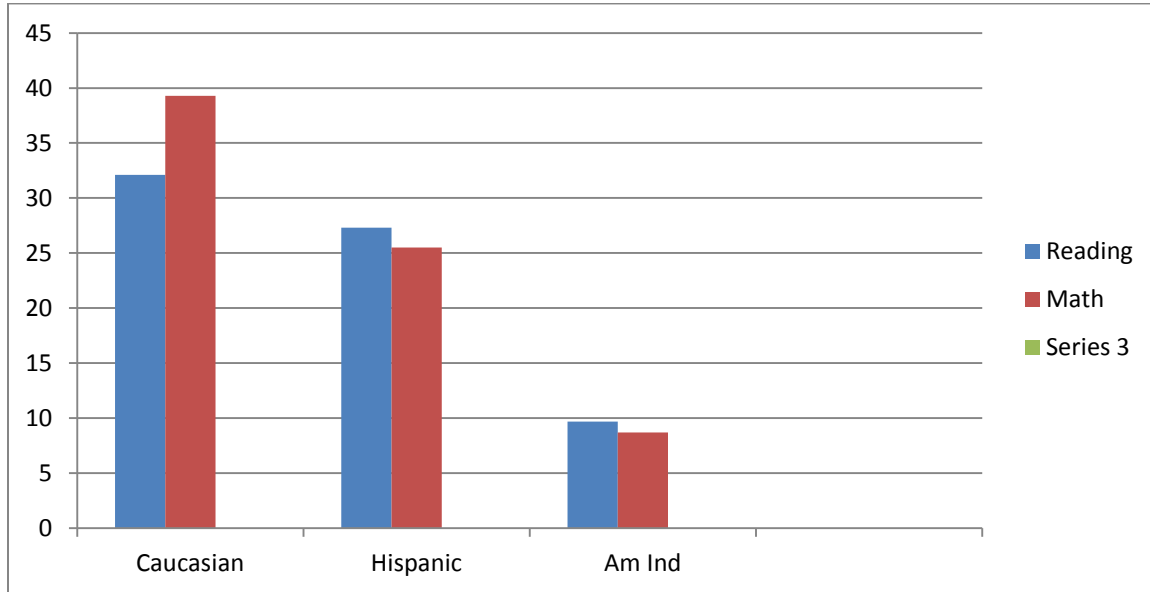


PARCC 2014-2015 4th grade – Reading, Math & Science

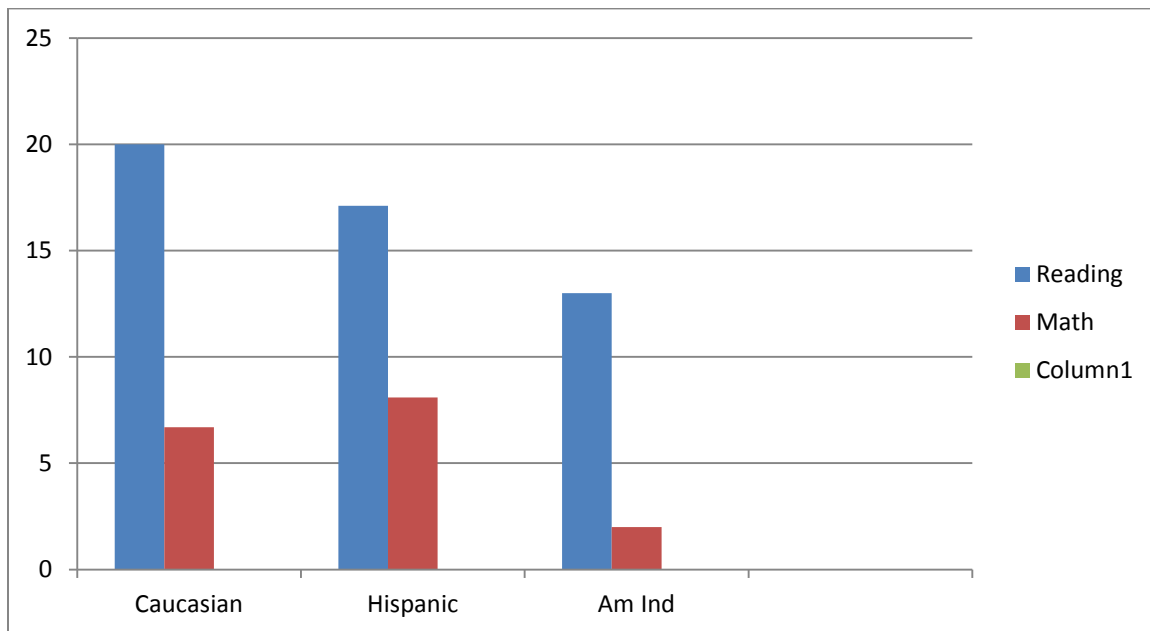


Tribal Education Status Report Bernalillo Public Schools District Wide 2015-2016

PARCC – 2014-2015 5th Grade – Reading & Math

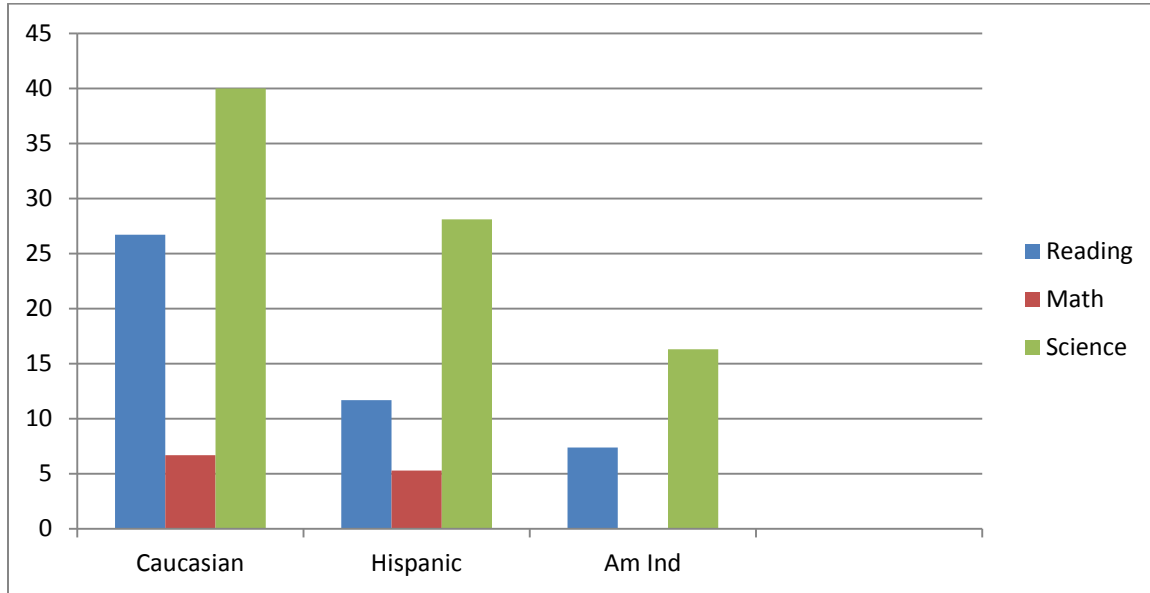


PARCC – 2014-2015 6th Grade – Reading & Math

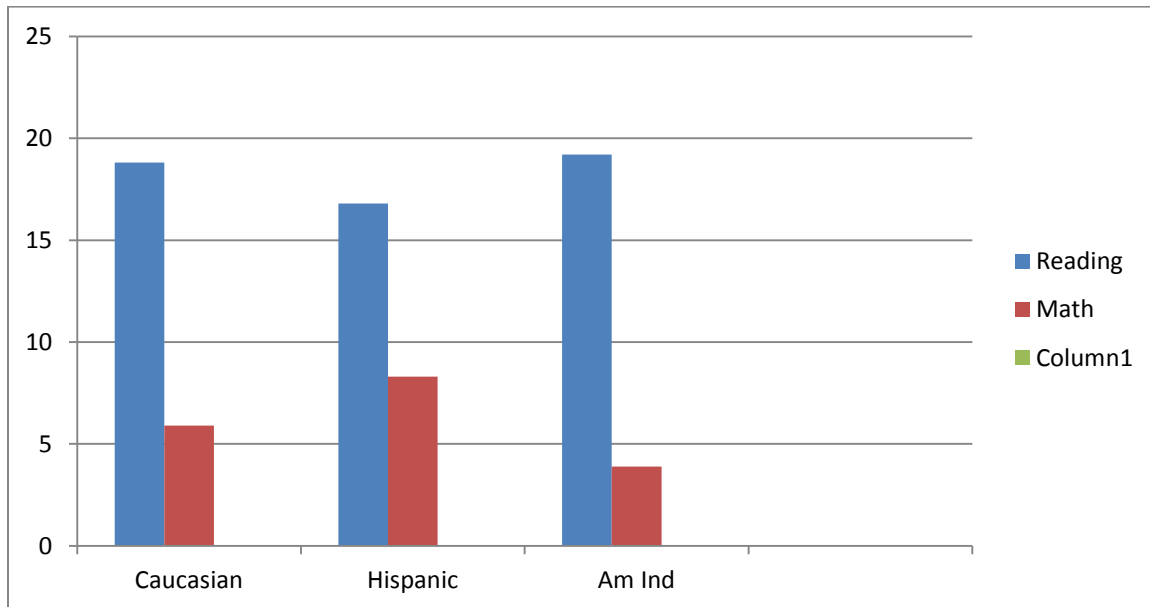


Tribal Education Status Report Bernalillo Public Schools District Wide 2015-2016

PARCC - 2014-2015 7th Grade - Reading & Math

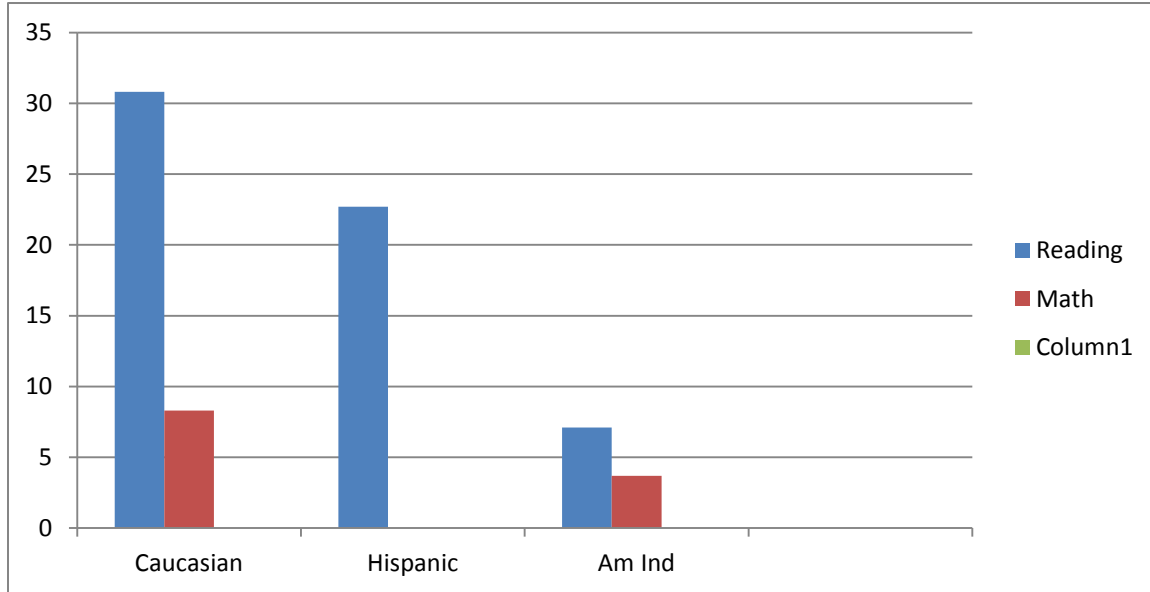


PARCC – 2014-2015 8th Grade – Reading, Math & Science

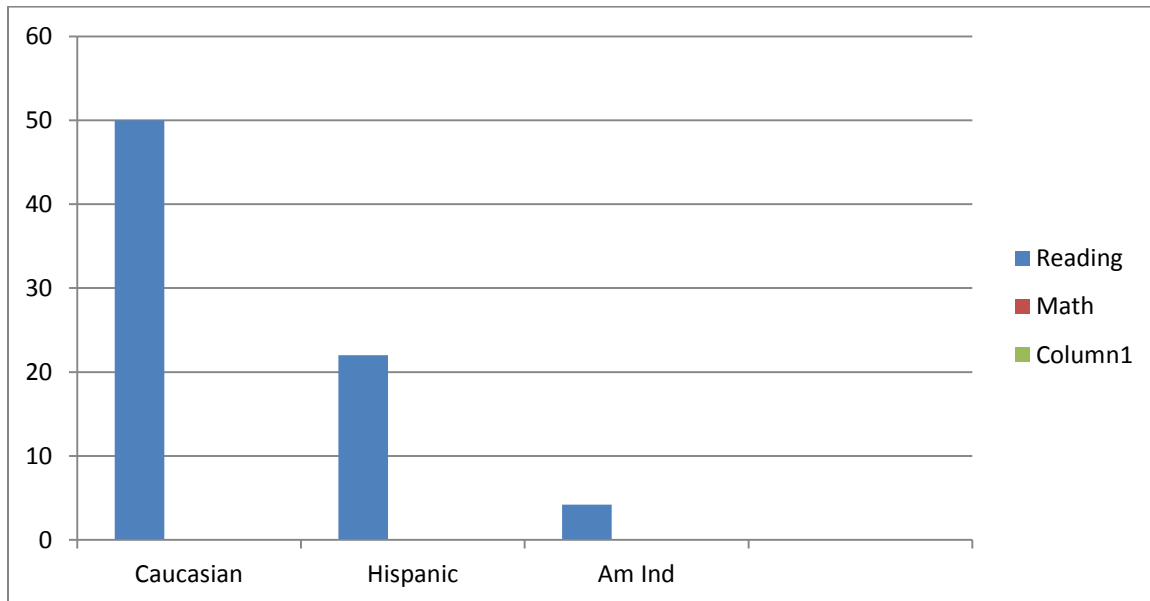


Tribal Education Status Report Bernalillo Public Schools District Wide 2015-2016

PARCC – 2014-2015 9th Grade – Reading & Math

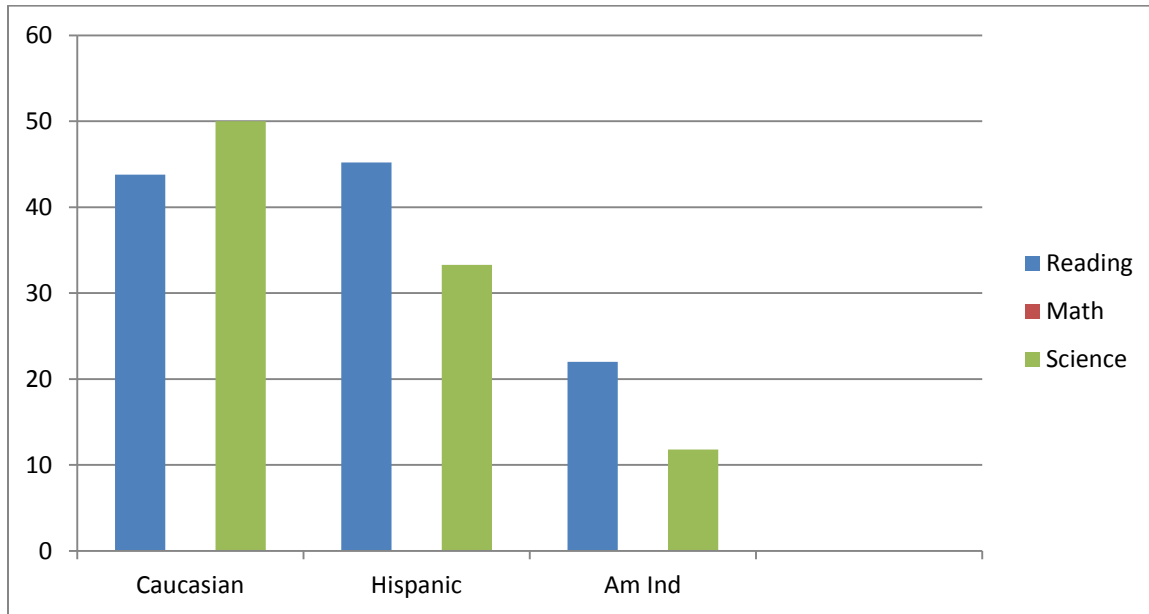


PARCC – 2014-2015 10th Grade – Reading & Math

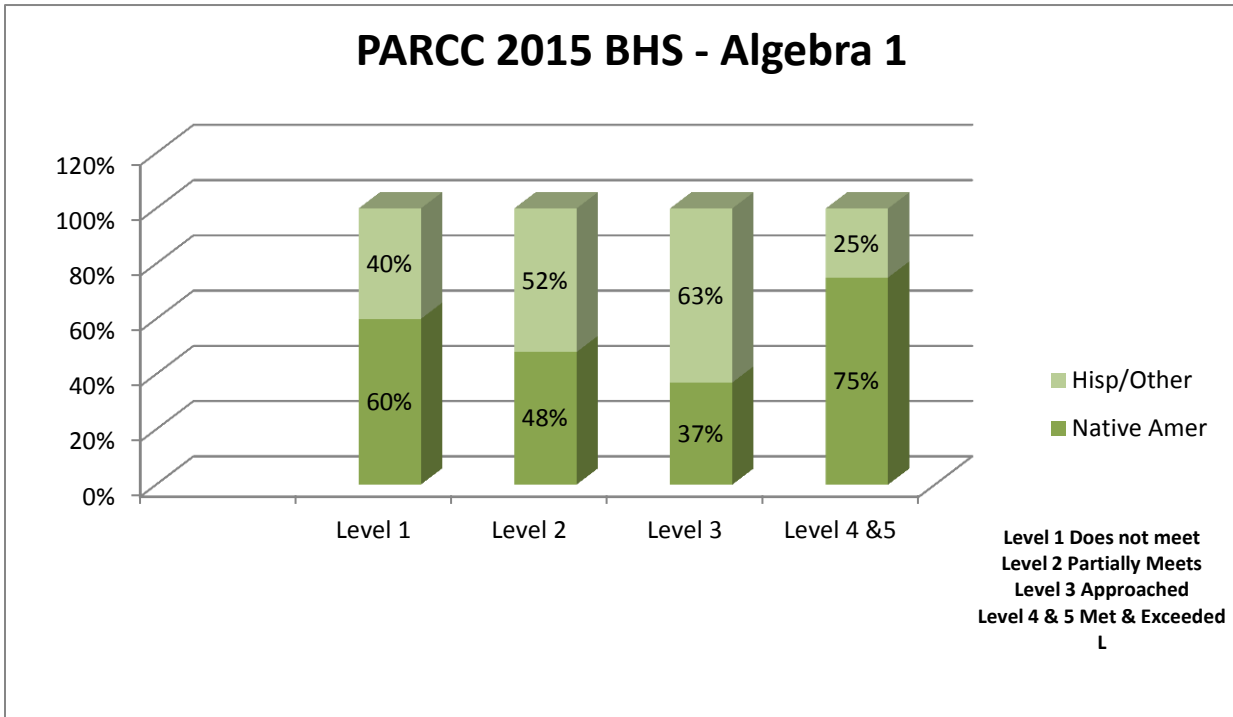
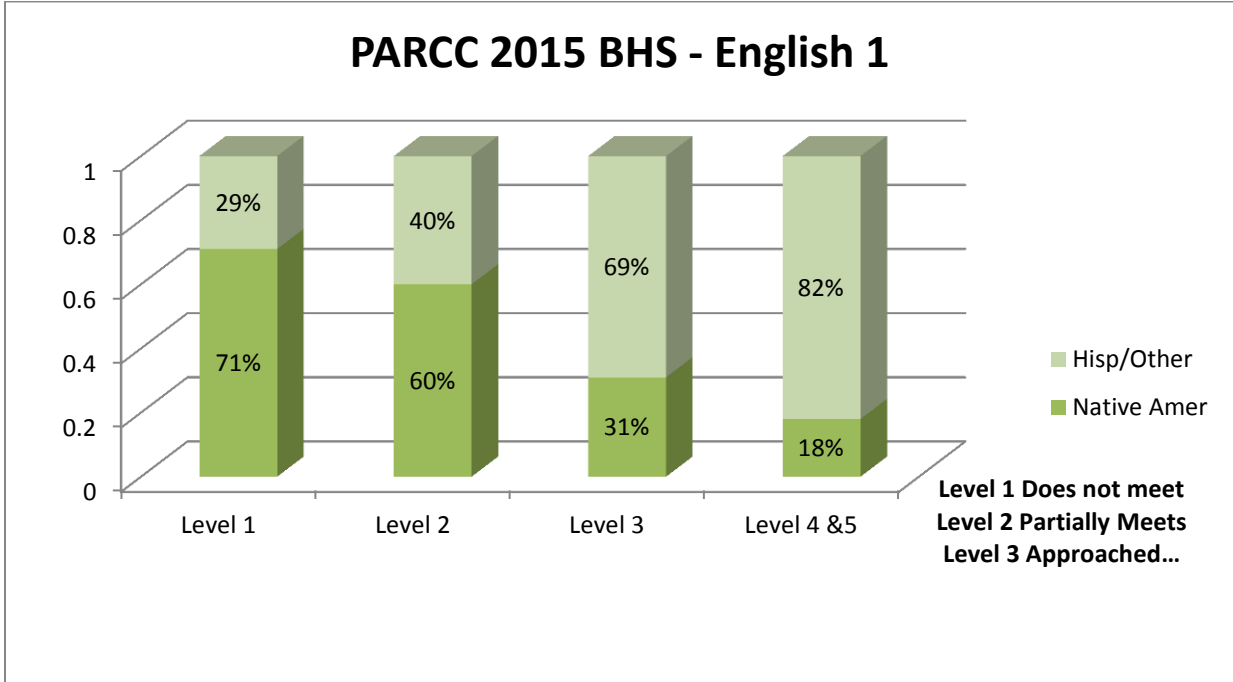


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PARCC – 2014-2015
11th Grade – Reading, Math & Science

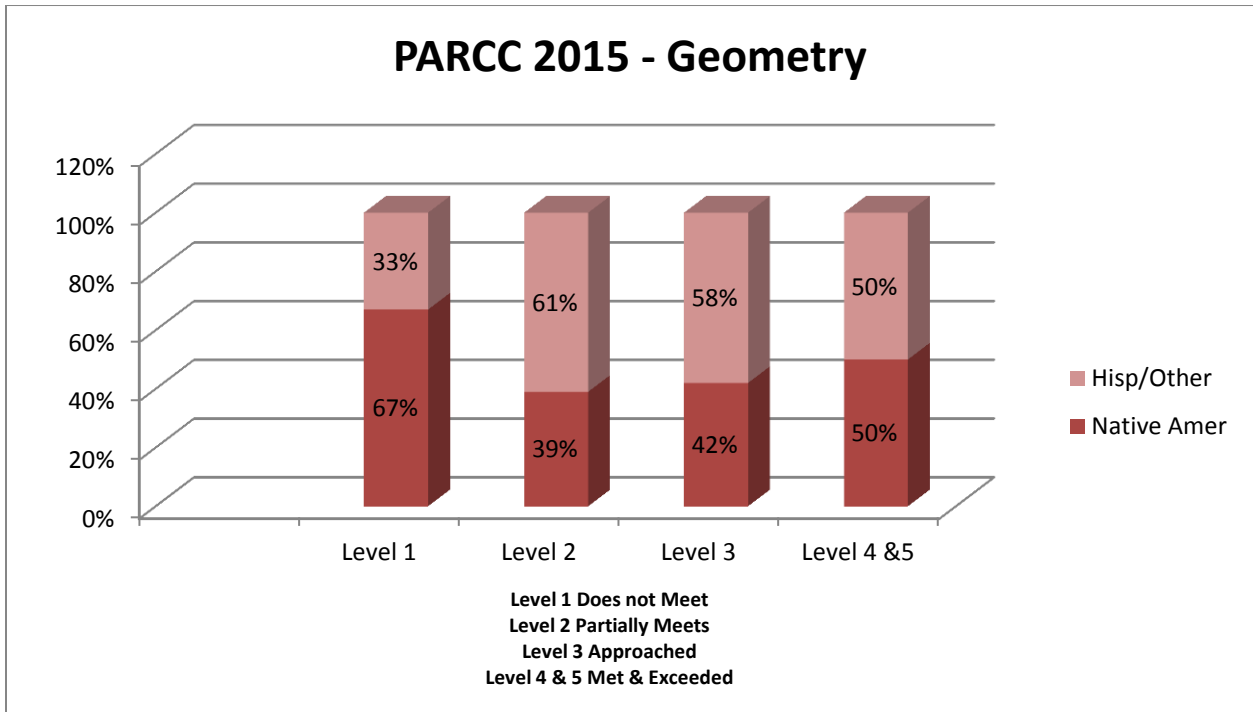
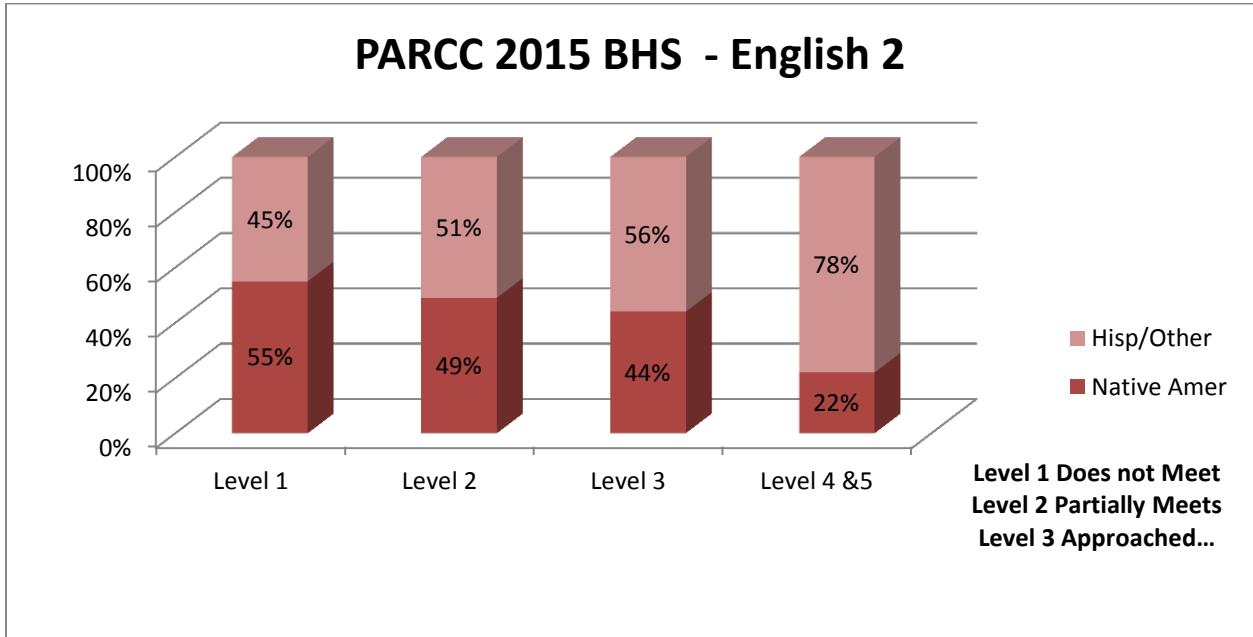


Tribal Education Status Report Bernalillo Public Schools District Wide 2015-2016

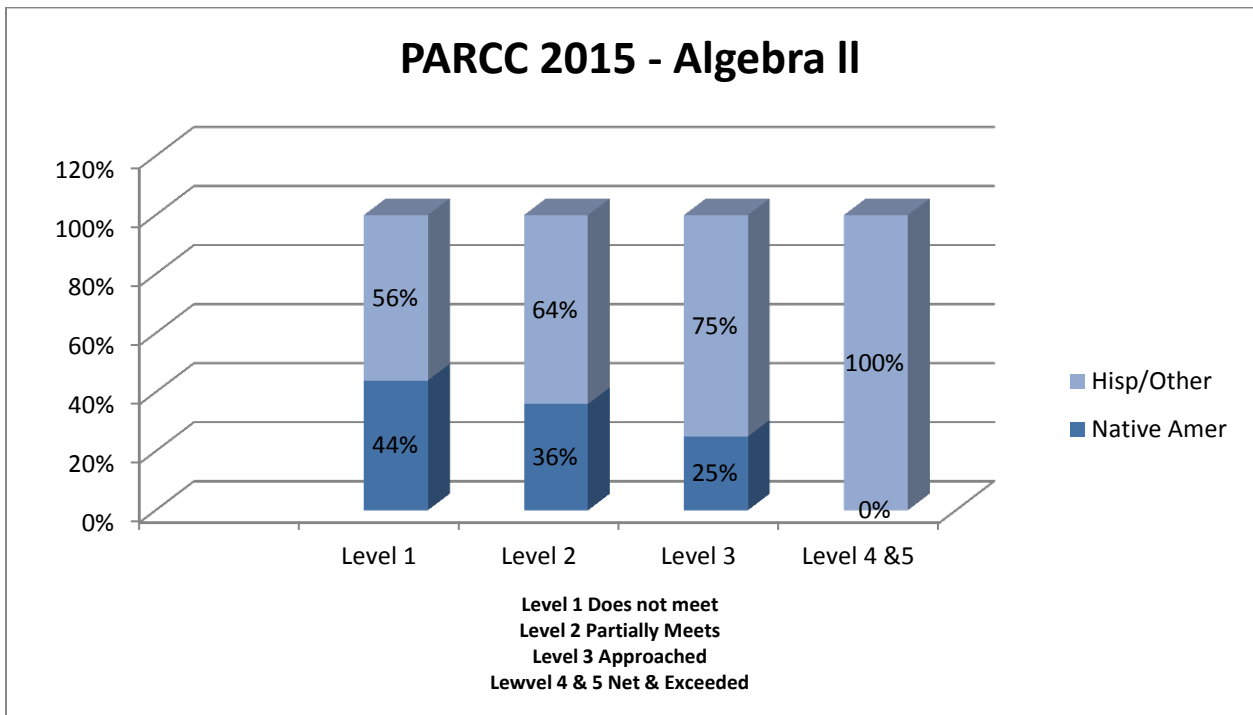
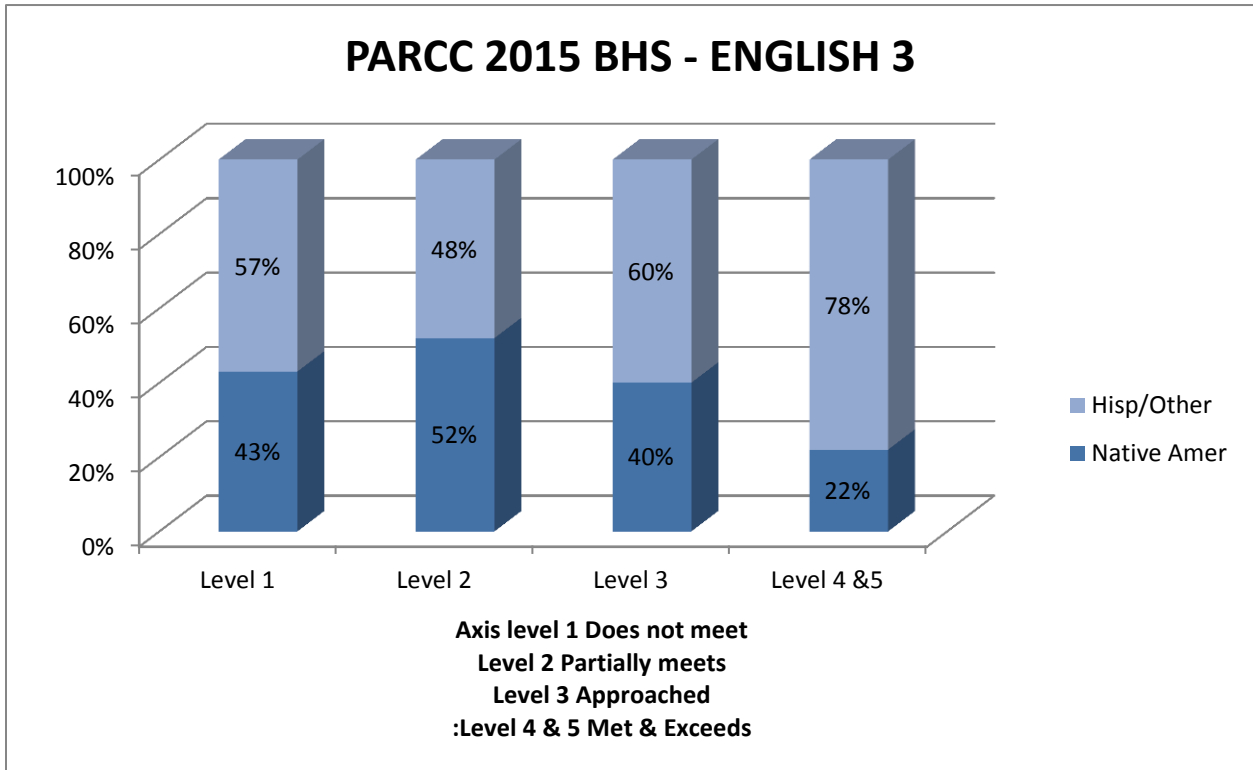


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The slide is in reference to English 2 at the high school level. WE have 22% of our student who are at level 4 & 5 who met or exceeded the testing.



Tribal Education Status Report Bernalillo Public Schools District Wide 2015-2016



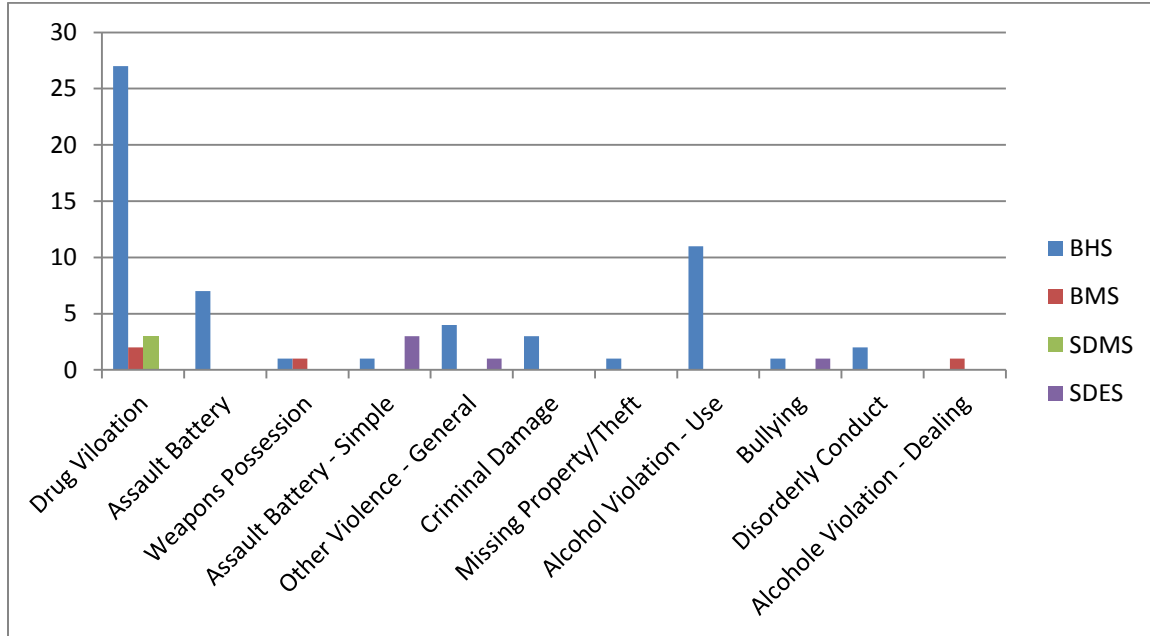
Tribal Education Status Report Bernalillo Public Schools District Wide 2015-2016

2. School Safety

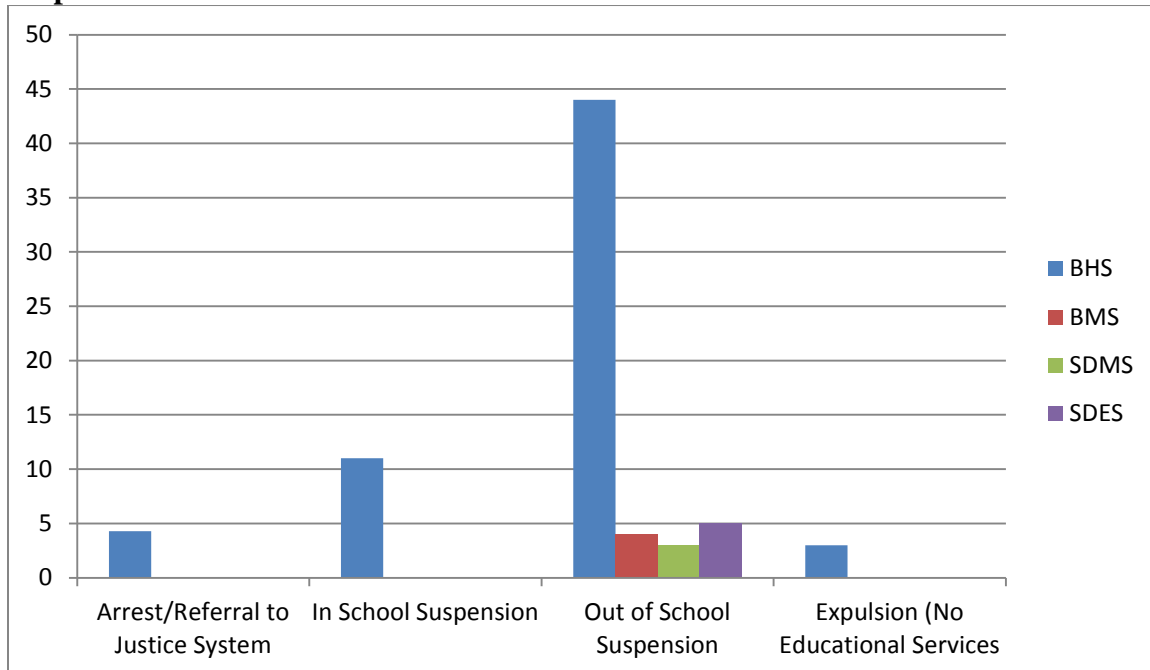
<p>BPS Objective: Foster a safe, inclusive, and respectful school community that values the families, culture and heritages reflected in our schools – Board Goal #3</p>
<p>Background: Bernalillo Public Schools looks at keeping students, staff and faculty safe while they are in school. Safety plans offer new approaches to the following:</p> <ul style="list-style-type: none"> ✓ Review Safety plans yearly ✓ Train staff, faculty and students to assess, facilitate and implement response to emergency events ✓ Ensure each school site has a Safety Committee <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>Methods: 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.</p>
<p>Results: 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>Conclusion: 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>Action Plan: The Indian Education program will continue to work with the district and school sites to ensure the Safety plans meet all the PED’s criteria for safe schools and to encourage ongoing planning review of plans.</p>

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Infractions:

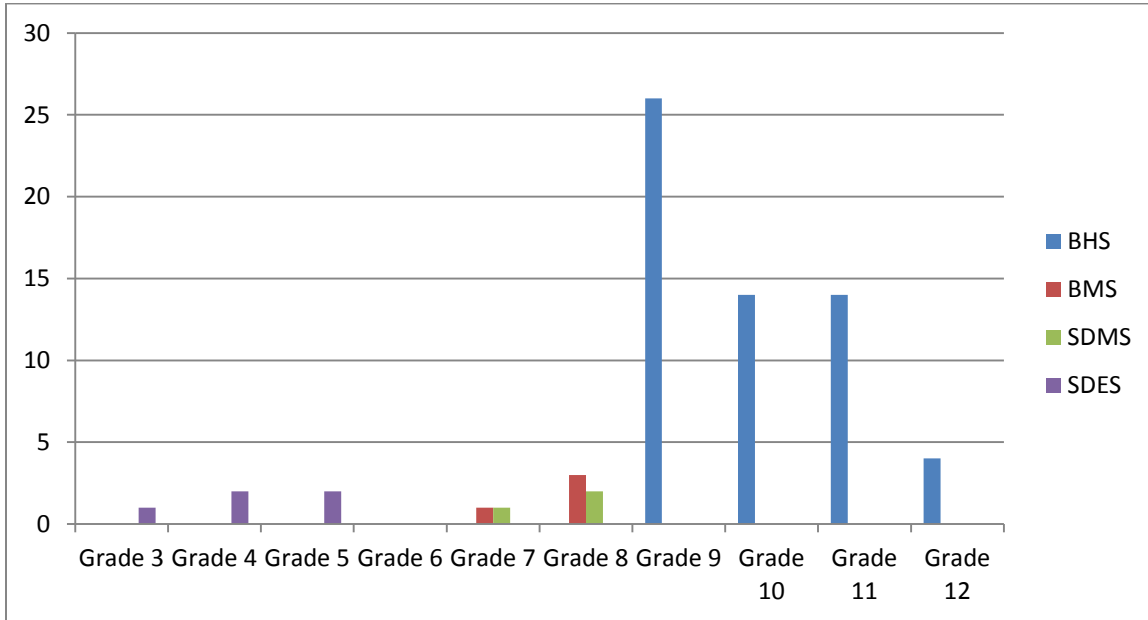


Response:

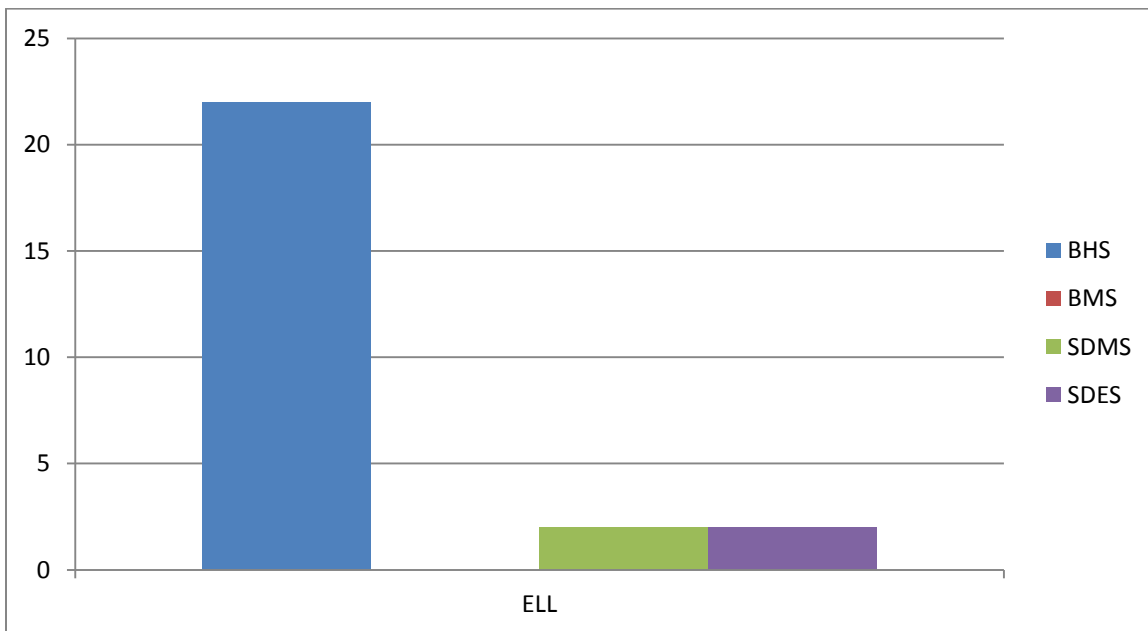


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Infractions – Grade Level:



ELL Student - Infractions:



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3. Graduation Rate

BPS Objective: ensure that all American Indian students are given the opportunity to graduate from high school with a diploma, with a 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, and discipline.

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 and we are seeing that anywhere from 5-9 absences you are at-risk, 10-19 Moderate and 19 and above or missing 20% or more school days, this is severe.

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.

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.

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

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.

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During the school year, we had three (3) students who were 2015-2016 Scholars. They had cumulative grade point averages of 3.50 and above. They received a Indian Education sash, turquoise and orange cords and a certificate from the Indian Education Department. Two of the three wore white robes due to their cumulative grade point average of a 3.75 and above.

We had seven (7) students who made the honor roll with a 3.0 cumulative grade point average or higher. This included the three students who were Scholars. They received the turquoise and orange cords and a certificate.

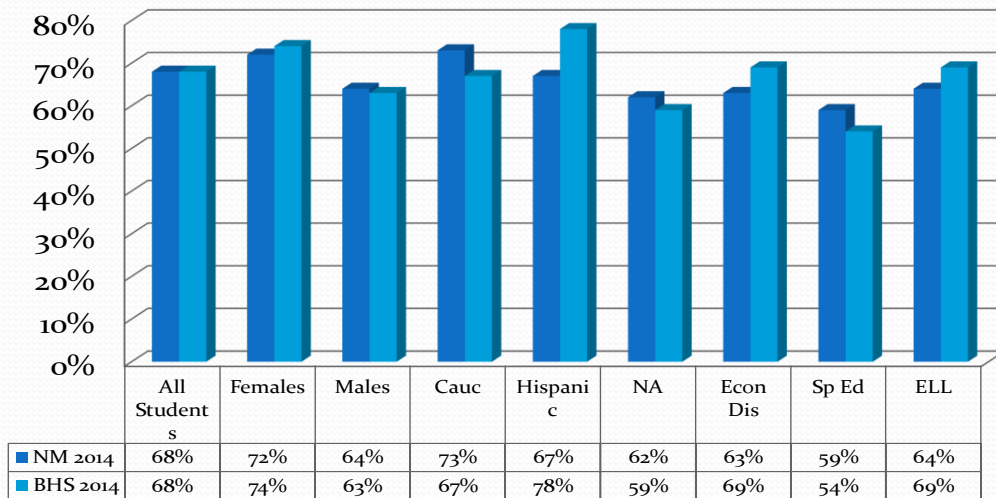
The graduation rate has fluctuated in the last four years. Ranging from 63% and now in 2015 at 59%. Many factors come into play when looking at the graduation rate. It is not only missing school and grades, but it also includes mobility of students within the district and moving in and out of the district. Our student have 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 2015-2016 school year, we had 63 Native American Seniors. At graduation we had 32 who were definite graduates and 6 who were possible graduates. During summer school, we had three Native American students who graduated and one who did not finish. There were 10 graduates who were not on track to graduate and eleven that dropped-out and did not graduate due to the following reasons:

1. Discipline, drugs and alcohol
2. Transferred to Job Corp
3. Stopped coming
4. Too Old
5. Tribal role in the community
6. Taking care of Siblings
7. Pregnant
8. Moved to Santa Fe
9. Rehab; came back, dropped out again, but could not handle being back.

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Graduation Rates NM District Comparison



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4. Attendance

<p>BPS Objective: 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>Background: 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>Methods: 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 40th, 80th and 120th 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>Results: 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.</p>
<p>Conclusion: There are many reasons for our students dropping out and not attending school. All of the data does not capture all of these reasons.</p>
<p>Action Plan: The Indian Education program will continue to work with the 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>

By School Site:

School Site	Average Attendance	# of Students	Grade Level
Algodones ES	93.09%	209	PK-5
Bernalillo ES	93.94%	403	3-5
Bernalillo HS	90.09%	754	9-12
Bernalillo MS	94.40%	477	6-8
Cochiti ES	95.49%	178	PK-5
Cochiti MS	94.91%	94	6-8
Placitas ES	94.04%	122	Pk-5
Santo Domingo ES	91.06%	225	PK-5
Santo Domingo MS	94.75%	88	6-8
WD Carroll ES	92.78%	390	PK-2
		2937	

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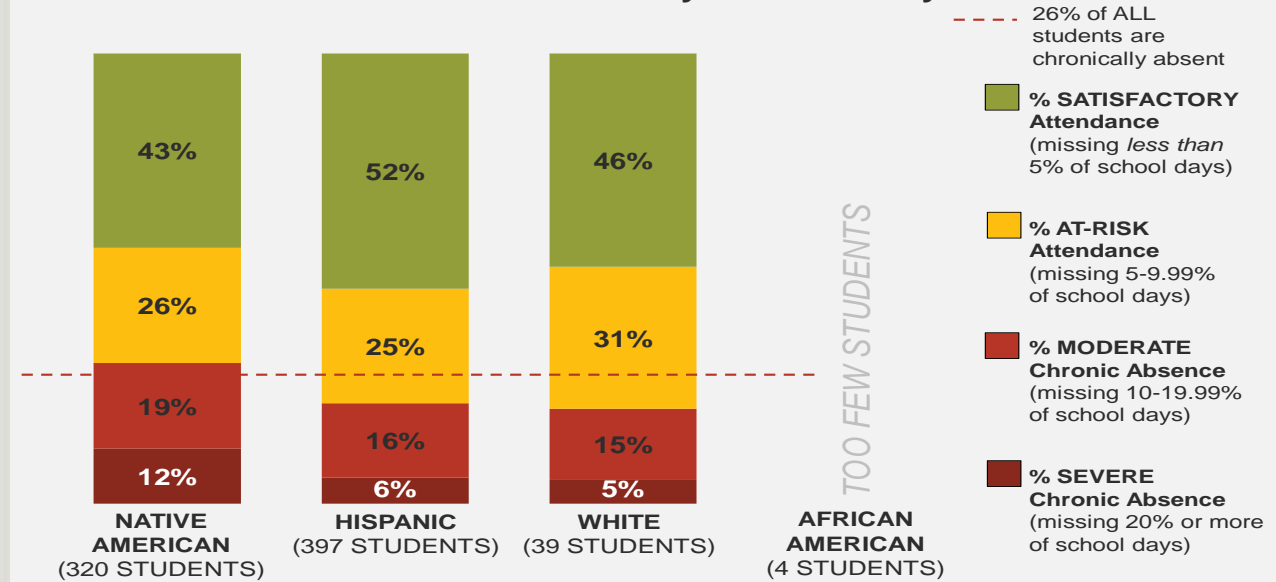
Habitual Truancy By School Site:

School Site	Enrollment Count	Habitual Count	Percent Habitual
Algodones ES	279	38	13.62%
Bernalillo ES	467	84	17.99%
Bernalillo HS	859	261	30.38%
Bernalillo MS	553	79	14.29%
Cochiti ES	215	6	2.79%
Cochiti MS	94	1	1.06%
Placitas ES	145	6	4.14%
Santo Domingo ES	227	113	49.78%
Santo Domingo MS	83	25	30.12%
WD Carroll ES	664	135	20.33%

WHO was absent in fall 2015?



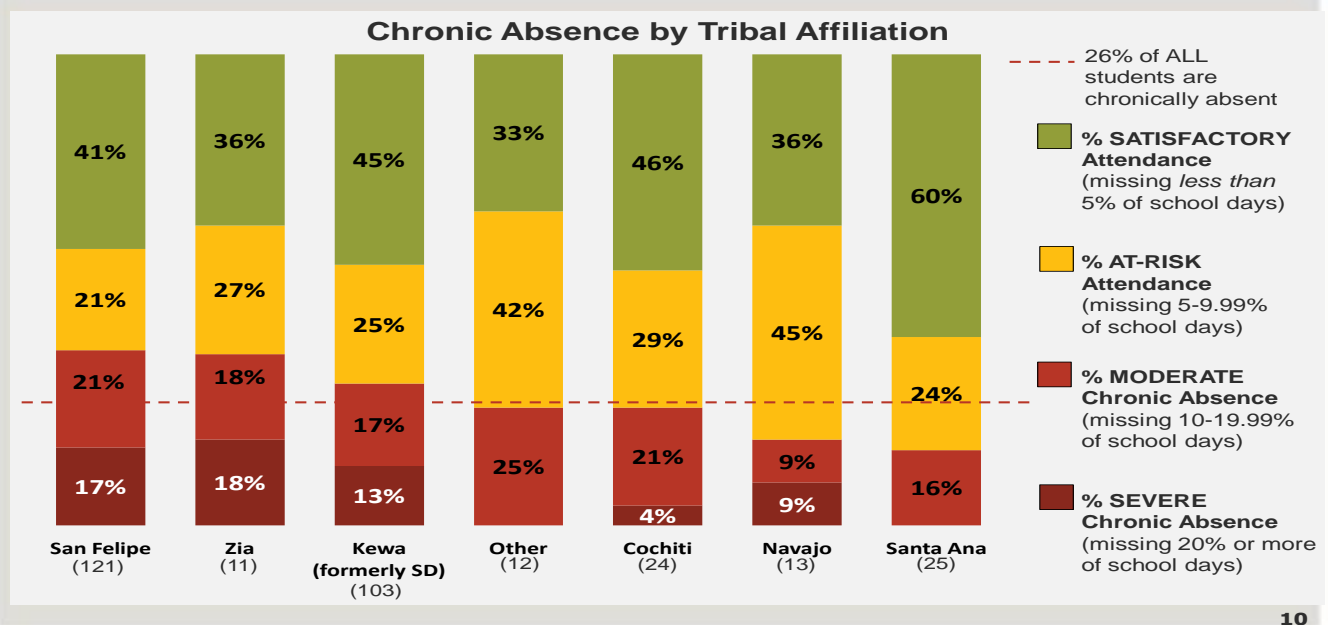
Chronic Absence by Race/Ethnicity



Tribes with two few to include: Jemez (4), Jicarilla Apache (2), Ohkay Owingeh (formerly San Juan) (2), Sandia (7), Tesuque (1)

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WHO was absent in fall 2015?



5) Parent and Community Involvement

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

1. Held 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 to gather input and recommendations from parents and community members.
3. Held monthly Title VII meetings with Indian Education Committee, parents and students.
4. Follow the Indian Policies and Procedures, meeting with Tribes monthly and reviewing IPP's regularly.

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6) Educational Programs Targeting Tribal Students

BPS Objective: BPS will support the unique cultural and educational needs of American Indian students.
Background: The Indian Education Act places several
Methods: Native American High School College Prep Camp, Study Island, Tutoring, Credit Recovery, Computer Club House
Results: 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 on their math and reading skills.
Conclusion: Students were able to participate in various programs throughout the school year specifically programs that were created for Native American students.
Action Plan: The Indian Education Department will continue to provide programs for Native American students throughout the school year and summer.

The district currently has a High School College Prep Camp that is held in the summer for incoming freshman, sophomores, juniors and seniors.

At Santo Domingo Elementary & Middle School, we have Study Island that is used with all our students to help with Math and Reading. It is a software program that students use during the day to work on

Tutoring – Each of our school sites have provided tutoring for students. Most of the tutoring except for the high school has an enrichment component attached to the tutoring. Students have an hour of math or reading on certain days and then they can attend an enrichment class for an hour. At the high school, we have tutoring through our Spartan Native American Center for two hours every day after-school

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.

Computer Club House – the computer club house provides tutoring, website development,

Keres classes – the district currently has Keres classes for the following Tribal Communities: Santa Ana K-12), Cochiti (K-12), and San Felipe (K-5).

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7) Financial Reports

<p>BPS Objective: 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.</p>
<p>Background: 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.</p>
<p>Methods: Please see budgets below in regard to funds generated by American Indian students to include: 25147 (Impact Aid) and 25184 (Title VII- Indian Education)</p>
<p>Results: 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.</p>
<p>Conclusion: 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.</p>
<p>Action Plan: Continue to review expenditures with our Stakeholders in order to provide the opportunities and an education that will produce successful students in our district.</p>

DISTRICT FINANCIAL REPORTING – Funds Generated by American Indian Students

Bernalillo Public Schools	
Total Enrollment (80 Day)	3139
Total Enrollment (80 Day) American Indian	1358
American Indian %	43%
Total District Budget	76,024,874.00
25184 Title VII – Indian Education	250,404.00
25147 Title VIII – Impact Aid	1,313,512.00
Total Funding Indian Programs	1,563,916.00
Amount Per Student	1,152

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Impact Aid - Report for 2015-2016 with Carryover from 2014-2015

	Budget	AccountYTD	Encumbrance	BudgetBal
Salaries	595,104.35	453,394.27	55,770.90	85,939.18
Benefits	208,849.11	159,820.84	13,641.01	35,387.26
Professional Develop	30,000.00			30,000.00
Other Charges	33,000.00			33,000.00
Student Travel	129,700.00	94,603.86	43.50	35,052.64
Other Contracts	28,000.00	16,000.00	12,000.00	25,200.00
Software	48,449.00	15,447.98	14,927.75	18,073.27
General Supplies	119,073.00	31,126.72		87,946.28
Supply Assets	45,960.35	5,940.35		40,020.00

Indian Education – Report for 2015-2016 – No Carryover

	Budget	AccountYTD	Encumbrance	BudgetBal
Salaries	142,126.62	141,730.57		376.22
Benefits	52,807.28	50,484.06		3,696.84
Professional Develop	1,493.44	1,493.44		-0-
Other Charges	5,110.00	5,110.00		-0-
Other Contracts				
General Supplies	46,422.00	42,052.91	2,206.44	2,162.75
Rentals Comp/Equip	1,986.00	1,144.16		290.00

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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

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during Impact Aid meetings, at Communities meetings and individual Governor’s meetings. As 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.

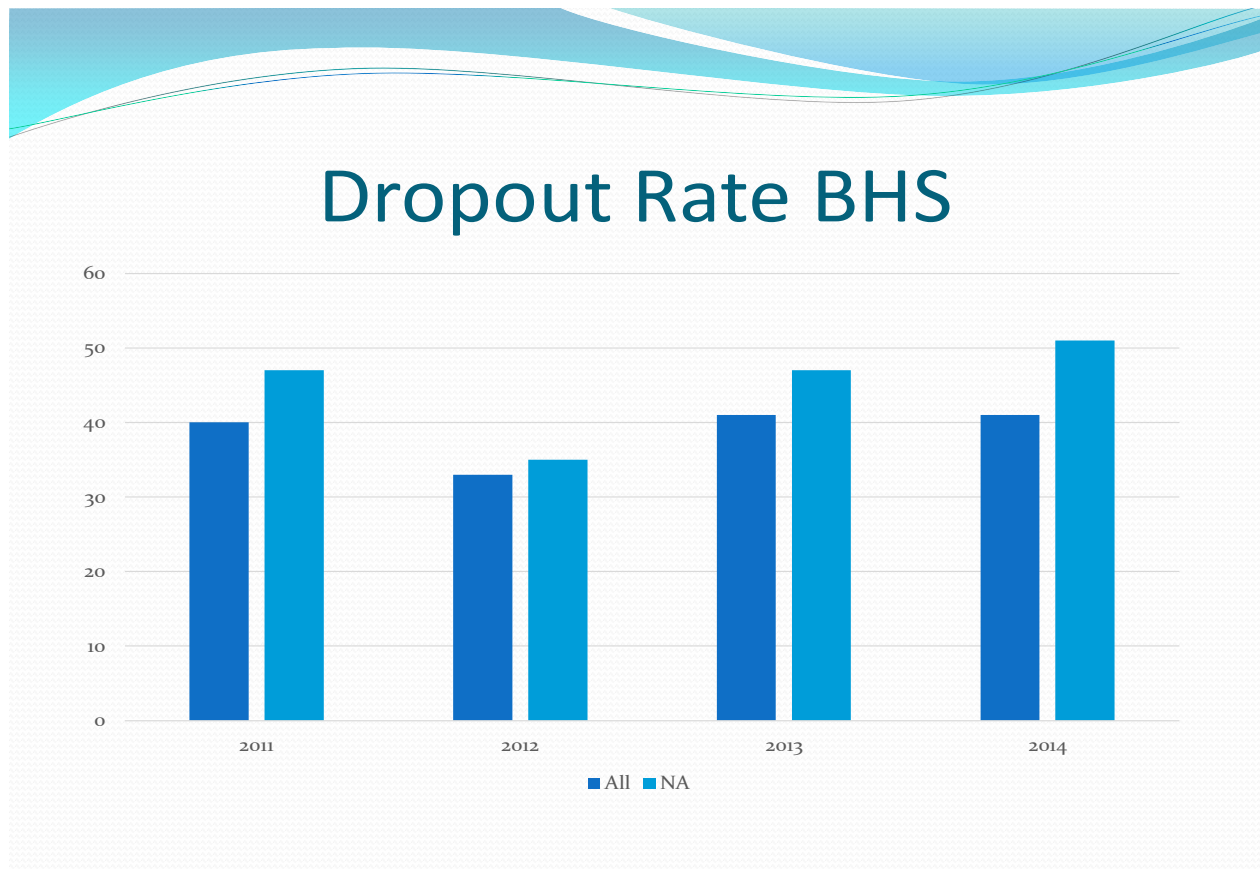
	2011-12	2012-13	2013-14	2014-15	2015-16
Compliant		X	X	X	X
Non-Compliant	X				

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9) School district Initiatives

<p>BPS Objective: 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>Background: 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>Methods: Dropout rates are calculated for 7th -12th 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>Results:</p>
<p>Conclusion: 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>Action Plan: 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>

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During the 2015-2016 school year, we had 63 Native American Seniors. At graduation we had 32 who were definite graduates and 6 who were possible graduates. During summer school, we had three Native American students who graduated and one who did not finish. There were 10 graduates who were not on track to graduate and eleven that dropped-out due to the following reasons:

6. Discipline, drugs and alcohol
7. Transferred to Job Corp
8. Stopped coming
9. Too Old
10. Tribal role in the community
11. Taking care of brothers and sisters
12. Pregnant
13. Moved to Santa Fe
14. Rehab – came back, dropped out again, they could not handle it

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Bernalillo Public Schools currently has a strategic plan in place with the following goals:

- a. 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
- b. 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.
- c. Foster a safe, inclusive and respectful school community that values the families, cultures and heritages reflected in our schools.
- d. Continually improve systems, operations, infrastructure, and cutting edge technology to support student education.

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 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.

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10) Public school use of variable school calendars.

<p>BPS Objective: “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>Background: 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>Methods: 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>Results: 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>Conclusion: 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>Action Plan: 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.

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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

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

<p>BPS Objective: “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>Background: 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>Methods: 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>Results: Please see items below to the number of meetings that have been held and the dates of each meeting.</p>
<p>Conclusion: 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>Action Plan: 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 2nd 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.

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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 19, 2015	December 10, 2016	April 20, 2016
September 9, 2015	January 13, 2016	May 16, 2016
October 21, 2015	February 10, 2016	June 22, 2016
November 4, 2015	March 9, 2016	

Title VII Meeting Dates:

- February 11, 2016
- March 16, 2016
- April 20, 2016
- May 9, 2016 (Public Hearing held at District Office)

Tribal Leaders Meetings:

September 21, 2015 and February 29, 2016

Public Hearings/Community Meetings at Tribal Communities:

September 30, 2015	San Felipe Pueblo
November 11, 2015	Santa Ana Pueblo
December 14, 2015	Jemez Pueblo

Leadership Institute (Pueblo Governors – Bernalillo Public School):

May 22-24, 2016 Buffalo Thunder

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12) Indigenous research and evaluation measures and results for effective curricula for tribal students.

At this time Bernalillo Public Schools is working on reviewing and developing curriculum for our students. During our meetings with Tribal Education Director's and staff of Bernalillo Public Schools, we have stated that the Indian Education Department would like to develop curriculum, but in the meantime, we would like staff to pilot and take an interest in the 100 Years Curriculum through the Indian Pueblo Cultural Center.

Additions:

Student Survey
NA Student Summit agenda
Summer Camp agenda and information
Leadership Institute Agenda