

# Tribal Education Status Report

School Year 2016-17

June 2016



**NMPED**  
Public Education Department

**Hanna Skandera**  
Secretary of Education

**Latifah Phillips**  
Assistant Secretary for  
Indian Education



C. These status reports shall be written in a brief format and shall include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:

- (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
- (2) school safety;
- (3) graduation rates;
- (4) attendance;
- (5) parent and community involvement;
- (6) educational programs targeting tribal 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 committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and
- (12) indigenous research and evaluation measures and results for effective curricula for tribal students.

**Background.** "The New Mexico assessments include the evaluation of students' progress in the following areas; reading K-2; English language arts 3-11; math 3-11, which includes Algebra I (may be given in grade 8), Algebra II, geometry, Integrated Math I, Integrated Math II, Integrated Math III; science, Spanish reading, reading for students with disabilities, math for students with disabilities, and science for students with disabilities."

**Objective. Student Achievement** "To ensure student achievement in New Mexico public schools is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender and economic status, and disabilities."

**Methods.** The information was gathered from the PED Assessment and Accountability webpage.

**Results.**

- AI students are scoring at high proficiency at the lower grades but drop off at the upper grades.

**Conclusion.** AI students continue to score at a lower level and pace than their peers. It appears that the AI students start off strong in their early years and a drop off occurs in between grades and the upper grades from 8<sup>th</sup> grade to 11<sup>th</sup> grade.

**Action Plan.**

- The district has had a big turnover and was without a full staff of personnel when it came to math. The district has since hired certified math teachers and has kept the staff intact for another year. We will continue to offer after school tutoring and other intervention programs to address student needs. We need to look at the curriculum and decide where some changes are needed.

**Background.** "New Mexico-as do other states in the rest of the nation-looks at strategies to keep students, staff, and faculty safe in schools."

The School Safety plan offers new research and new approaches with the intent to:

- Assist schools and their community partners in the revision of the school-level safety plans;
- Prevent an occurrence and/or recurrences of undesirable events;
- Properly train school staff, faculty, and students to assess, facilitate, and implement response actions to emergency events; and
- Provide the basis for coordinating protective actions prior to, during, and after any type of emergency.

New Mexico school districts have developed supports to ensure the safety of students within the schools. These provisions include the following; policies and procedures for school safety, safety committees, safety implementation plans, safe schools reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB)."

**Objective. School Safety** "To ensure students in New Mexico schools attend safe, secure, and peaceful schools."

**Methods.** The information for this portion comes from the TESR Survey section I

**Results.**

- The district has a school safety plan in place. A school safety report is given to PED and we do have a School Safety Committee. The district is in compliance with wellness policy and is a partner with tribal organizations in response to emergencies, disasters, etc...

**Conclusion.** The district will continue to provide a safe environment in which to learn and grow. The district has been doing a good job of providing safety for all students and not only AI students.

**Action Plan.**

- The district is in discussion now to bring on board more security and has a camera security system to protect it's students. The teachers are vigilant and all outdoor access is prohibited.



## Graduation

**Background.** "Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjusted cohort graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diplomas or who take longer than four years to graduate. Numerous statistics and reports from the US Department of Labor indicate the importance of a high school diploma and reflect the high economic costs of not completing high school. Since 2003, New Mexico has reported on a 5-year cohort graduation rate for American Indian students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence."

**Objective. Graduation Rate** "The graduation objective is to ensure that all American Indian students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The high school experience and diploma together provide students with solid preparation for college and career readiness."

**Methods.** STARS reporting.

**Results.**

- We had three students that graduated out of six for the 50% graduation rate, the district as a whole had 196 seniors of which 169 graduated for a percentage of 86%.

**Conclusion.** The reason behind two of three not graduating was because they stopped coming to school as the two that quit coming were on target to graduate, they just stopped coming to school.

**Action Plan.**

- The plan is try and keep our AI students in school however this is an issue we have with our Hispanic students as well. The district needs to keep our students engaged and we are trying to make the TEWA classes with more hands on experience and field trips to activate the mind and make school more exciting and interactive.

## Attendance

**Background.** "The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student, with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building capacity of truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate."

**Objective. Attendance** "The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in dropout rate and increase in attendance."

**Methods.** The data gathered comes from the STARS reporting system.

**Results.**

- Asian rate-99%, Black rate-99%, Caucasian rate-99%, Hispanic rate-99% , AI rate-99%.

**Conclusion.** The ethnic groups are all at 99% therefore we will continue to monitor all student with the compulsory attendance law and plans which we have in the district.

**Action Plan.**

- We will continue with the 3 day ,5 day, 7day and 10 day letters and notification by our resource officer.

## Parent and Community Involvement

**Background.** "The importance of parent involvement in education has been documented as benefitting students, parents, teachers, and schools-whether the program is at the preschool or elementary, middle or high school levels. Studies have shown that when parents participate in their children's education, the result is an increase in student academic achievement and an improvement in the student's overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains."

**Objective. Parent and Community Involvement** "The parent and community objective is to ensure that parents; tribal departments of education; community-based organizations; urban American Indian community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public and charter schools."

**Methods.** This information comes from the TESR Survey Section II

### Results.

- District conducts outreach to Native American parents of Elementary students to promote parent-teacher conferences at least twice a year. Events are planned at the middle and high schools. Clear information about state testing and how grades are earned and a two way channels of communication from home to school and school to home is established. There are annual surveys for families to share information or concerns about AI student needs.

**Conclusion.** AI students have a place in the IEC committee and have means to share their information and concerns on the needs and perceptions of school programs and processes.

### Action Plan.

- Besides the IEC we plan on getting out a newsletter with information about curriculum assessments and standard based instruction. Information will be given out in terms of the governance structure and how parents can get involved. The district will continue to provide websites for learning resources; we will also provide strategies for AI students that support learning at home. Provide information on how to monitor and discuss school work with their child. Sponsor intergovernmental programs with local elders. Invite tribal representation on the school advisory council and policies in place for two communication with Tribal Leadership.

## Educational Programs Targeting AI students.

**Background.** "The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian and Native Alaskan students through the efforts of LEAs, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as all other students are expected to meet integrated educational services, in combination with other programs, are offered to best ensure that American Indian students and their families can meet and take advantage of those academic opportunities."

**Objective. Educational Programs Targeting Tribal Students** "The tribal student's educational programs objective is to recognize support the unique cultural and educational needs of American Indian students enrolled in public schools and charter schools."

**Methods.** The TEWA program in which the students are enrolled has a curriculum that both tribal entities have seen and endorse and is still a work in progress in helping our AI students not only in the TEWA class but throughout the curriculum. Intervention programs are accessible to all students.

### **Results.**

- An example with a mock student will be used to show what data is acquired from Achieve 3000. Career cruising, K-3 plus, AVID strategies are other information being used by the district. There is also Title I tutoring, i-station and Lexia.

**Conclusion.** AI students are scoring just a little below their counterparts however the gaps are not too large to overcome with a little effort. We are trying to implement the Early Warning System at the middle school.

### **Action Plan.**

- The district will continue to monitor our students through its RTI component and other measures such as dibbles, Achieve 3000, PARCC etc....



**Background.** “The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available. Prior to the creation of the current formula, school funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering.

The goal of the new formula, therefore, was clear; to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. As a result of the committee’s work, the 1974 New Mexico Legislature enacted the Public School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country.

The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner, while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities.

In place for more than four decades, the public school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula, while maintaining the philosophical concept of education equity for all students.”

**Objective. Financial Reports** “The financial objective is, through the use of public school funds, to ensure that New Mexico schools provide adequate operational resources to provide and improve services to NM tribal students. These services will meet the educational needs and provide opportunities to tribal students attending NM public schools.”

**Methods.** This information was gleaned from the Business Manager of our school district. The following funds were identified to support Indian Education. Funds 25145, 25147, 25184 and fund 27150 all help support the initiatives of the Indian Ed. Program.

**Results.**

- This shows a commitment on the part of the district to give access to AI students.

**Conclusion.** AI students are performing a little under the average for the district, we are trying to address these issues through some of intervention programs which are available for all students to utilize..

**Action Plan.**

- We will continue to use Achieve 3000, PARCC, end of year course exams and other measures to ensure that the gaps being discussed are addressed. We will also be looking at gaps in our curriculum to address the weaknesses in gains being lost as students move up grade levels. Funding is available for intervention programs through operational funds.

# Espanola Public Schools

## Trial Balance by Fund

Fiscal Year: 2014-2015

From Date: 7/1/2014

To Date: 6/30/2015

27150 - Indian Education Act		Opening Balance	Debits	Credits	Ending Balance
<b>ASSET</b>					
27150.0000.11014.0000.000000.0000.000000	CASH - VALLEY OPERATING	(\$8,819.20)	\$9,792.35	(\$3,455.37)	(\$2,482.22)
27150.0000.11015.0000.000000.0000.000000	CASH - FEDERAL	\$0.00	\$8,819.20	(\$8,819.20)	\$0.00
<b>ASSET TOTAL</b>		(\$8,819.20)	\$18,611.55	(\$12,274.57)	(\$2,482.22)
<b>LIABILITY</b>					
27150.0000.21011.0000.000000.0000.000000	ACCOUNTS PAYABLE	\$0.00	\$997.92	(\$997.92)	\$0.00
<b>LIABILITY TOTAL</b>		\$0.00	\$997.92	(\$997.92)	\$0.00
<b>FUND BALANCE</b>					
27150.0000.32300.0000.000000.0000.000000	UNRESERVED FUND BALANCE	\$8,819.20	\$0.00	\$0.00	\$8,819.20
<b>FUND BALANCE TOTAL</b>		\$8,819.20	\$0.00	\$0.00	\$8,819.20
<b>REVENUE</b>					
27150.0000.43202.0000.000000.0000.000000	STATE FLOWTHROUGH GRANTS	\$0.00	\$0.00	(\$8,819.20)	(\$8,819.20)
<b>REVENUE TOTAL</b>		\$0.00	\$0.00	(\$8,819.20)	(\$8,819.20)
<b>EXPENDITURE</b>					
27150.1000.55819.1010.000000.0000.000000	EMPLOYEE TRAVEL - TEACHERS	\$0.00	\$111.87	\$0.00	\$111.87
27150.1000.55915.4010.055019.0000.000000	OTHER CONTRACT SERVICES	\$0.00	\$338.90	(\$338.90)	\$0.00
27150.1000.55915.4010.055050.0000.000000	OTHER CONTRACT SERVICES	\$0.00	\$338.90	(\$338.90)	\$0.00
27150.1000.56118.1010.000000.0000.000000	GENERAL SUPPLIES AND MATERIALS	\$0.00	\$2,777.57	(\$407.22)	\$2,370.35
<b>EXPENDITURE TOTAL</b>		\$0.00	\$3,567.24	(\$1,085.02)	\$2,482.22

Espanola Public Schools

**Trial Balance by Fund**

Fiscal Year: 2014-2015

From Date: 7/1/2014 To Date: 6/30/2015

**Fund Totals:**

\$0.00	\$23,176.71	(\$23,176.71)	\$0.00
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## Espanola Public Schools

### Trial Balance by Fund

Fiscal Year: 2014-2015

From Date: 7/1/2014 To Date: 6/30/2015

Grand Total:	\$0.00	\$23,176.71	(\$23,176.71)	\$0.00
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End of Report



# Española Public Schools

## Trial Balance by Fund

Fiscal Year: 2015-2016

From Date: 7/1/2015 To Date: 6/30/2016

### 25184 - Indian Education (Title VII) EASIE Grant

#### ASSET

	Opening Balance	Debits	Credits	Ending Balance
25184,0000,11014,0000,000000,0000,000000,000000	\$7,806.33	\$190,758.93	(\$197,434.70)	\$1,130.56
INDIAN ED (TITLE VII) CASH - VALLEY GENERAL				
25184,0000,11016,0000,0000000,0000,000000,000000	(\$7,805.77)	\$0.00	\$0.00	(\$7,805.77)
CASH - BOND ACCOUNT				

#### ASSET TOTAL

\$0.56 \$190,758.93 (\$197,434.70) (\$6,675.21)

#### LIABILITY

25184,0000,21011,0000,0000000,0000,000000,000000	\$0.00	\$9,397.54	(\$9,397.54)	\$0.00
ACCOUNTS PAYABLE				
25184,0000,23101,0000,0000000,0000,000000,000000	\$0.00	\$42,700.74	(\$42,700.74)	\$0.00
SALARIES PAYABLE				
25184,0000,23102,0000,0000000,0000,000000,000000	\$0.00	\$9,254.68	(\$9,254.68)	\$0.00
FICA / MEDICARE PAYABLE				
25184,0000,23103,0000,0000000,0000,000000,000000	\$0.00	\$3,995.70	(\$3,995.70)	\$0.00
GROUP INSURANCE PAYABLE				
25184,0000,23104,0000,0000000,0000,000000,000000	\$0.00	\$17,363.98	(\$17,363.98)	\$0.00
ERA PAYABLE				
25184,0000,23105,0000,0000000,0000,000000,000000	\$0.00	\$1,472.48	(\$1,472.48)	\$0.00
NM ST. TAXES PAYABLE				
25184,0000,23106,0000,0000000,0000,000000,000000	\$0.00	\$218.36	(\$218.36)	\$0.00
VOLUNTARY DED. PAYABLE				
25184,0000,23107,0000,0000000,0000,000000,000000	\$0.00	\$17.20	(\$17.20)	\$0.00
WORKERS COMP PAYABLE				
25184,0000,23108,0000,0000000,0000,000000,000000	\$0.00	\$4,947.82	(\$4,947.82)	\$0.00
FEDERAL INCOME TAX PAYABLE				

#### LIABILITY TOTAL

\$0.00 \$89,368.50 (\$89,368.50) \$0.00

#### FUND BALANCE

25184,0000,32300,0000,0000000,0000,000000,000000	(\$0.56)	\$0.00	\$0.00	(\$0.56)
UNRESERVED FUND BALANCE				

#### FUND BALANCE TOTAL

(\$0.56) \$0.00 \$0.00 (\$0.56)

# Espanola Public Schools

## Trial Balance by Fund

Fiscal Year: 2015-2016

From Date: 7/1/2015

To Date: 6/30/2016

REVENUE				
25184.0000.44301.0000.000000.0000.000000.00000	Federal Direct Grant	\$0.00	\$52,881.68	(\$99,566.68) (\$46,685.00)
REVENUE TOTAL		\$0.00	\$52,881.68	(\$99,566.68) (\$46,685.00)
EXPENDITURE				
25184.2200.51100.0000.000000.1211.000000.00000	SALARIES EXPENSE	\$0.00	\$206,102.42	(\$167,997.82) \$38,104.60
25184.2200.52111.0000.000000.1211.000000.00000	EDUCATIONAL RETIREMENT	\$0.00	\$28,648.48	(\$23,351.89) \$5,296.59
25184.2200.52112.0000.000000.1211.000000.00000	ERA - RETIREE HEALTH	\$0.00	\$4,122.45	(\$3,360.30) \$762.15
25184.2200.52210.0000.000000.1211.000000.00000	FICA PAYMENTS	\$0.00	\$12,342.06	(\$10,067.19) \$2,274.87
25184.2200.52220.0000.000000.1211.000000.00000	MEDICARE PAYMENT	\$0.00	\$2,886.42	(\$2,354.42) \$532.00
25184.2200.52311.0000.000000.1211.000000.00000	HEALTH / MEDICAL PREMIUMS	\$0.00	\$6,500.34	(\$5,242.22) \$1,258.12
25184.2200.52312.0000.000000.1211.000000.00000	LIFE	\$0.00	\$190.82	(\$159.80) \$31.02
25184.2200.52313.0000.000000.1211.000000.00000	DENTAL	\$0.00	\$303.93	(\$245.11) \$58.82
25184.2200.52314.0000.000000.1211.000000.00000	VISION	\$0.00	\$69.93	(\$56.39) \$13.54
25184.2200.52720.0000.000000.1211.000000.00000	WORKERS COMP. EMPLOYER FEE	\$0.00	\$33.58	(\$28.06) \$5.52
25184.2200.53711.0000.000000.0000.000000.00000	Other Charges	\$0.00	\$2,550.00	\$0.00 \$2,550.00
25184.2200.56118.0000.000000.0000.000000.00000	GENERAL SUPPLIES AND MATERIALS	\$0.00	\$2,473.54	\$0.00 \$2,473.54
EXPENDITURE TOTAL		\$0.00	\$266,223.97	(\$212,863.20) \$53,360.77
Fund Totals:		\$0.00	\$599,233.08	(\$599,233.08) \$0.00

Espanola Public Schools

**Trial Balance by Fund**

Fiscal Year: 2015-2016

From Date: 7/1/2015

To Date: 6/30/2016

Grand Total:

\$0.00

\$599,233.08

(\$599,233.08)

\$0.00

End of Report

## **Indian Policies and Procedures (IPP)**

### **Espanola Public School District #55**

#### **Intent**

The Espanola Public School District (EPSD) Board of Education (EPSD-Board) intends that all Native American children of school age shall have equal participation with non-Native American children to all educational programs, services, and activities offered in the EPSD and to use Impact Aid funds to fulfill this intention. It is the purpose of the Indian Policies and Procedures (IPP) to establish a framework for a collaborative working relationship with Ohkay Owingeh, Santa Clara Pueblo, and all other tribes with enrolled students in EPSD. The purpose of this framework would be to:

- Ensure that Impact Aid funds are appropriated and utilized with fidelity to Native American tribes represented within the EPSD in order to assess, develop, enhance, maintain, and modify, when deemed necessary, holistic educational and support services for Native American students in EPSD.
- Develop culturally appropriate and relevant educational programs and activities offered by EPSD through the development of strategic goals and objectives to meet the educational needs of Native American students.
- Ensure that community involvement is developed and integrated, and it includes parents/guardians, community members, tribal leadership, and tribal members through shared accountability with tribes whose children are enrolled in EPSD.
- Establishment and formalization of a collaborative partnership between EPSD and tribes that defines the responsibilities of EPSD, and representative tribes, to Native American students through:
  - Development of an Indian Education Strategic Plan which includes short term and long term goals and objectives, and its subsequent maintenance to assure capacity, fidelity and sustainability.
  - Development of Indian Education Policies.
  - Development and maintenance of Cultural Competencies that are developed in conjunction with the tribes represented through student enrollment in EPSD.
  - Active and equitable participation with tribes and their designees.
  - Assessment and modification of educational initiatives and programs.
  - Collection, disaggregation and evaluation of relevant student data.
- Ensuring active and equitable communication with all EPSD stakeholders.

It is the intent, by adopting this IPP, that EPSD will comply fully with all requirements of federal and state law, including Title VIII of the Elementary and Secondary Education Act of 1965, the New Mexico Indian Education Act, NMSA 1978, 22-23A-1, et. Seq., and regulations promulgated pursuant to these acts, including 34 C.F.R. 222.94(a)(1). Thus, the EPSD has adopted this IPP, and it is by intent, and by EPSD School Board action, that this IPP supersede all previous EPSD-Board action in regards to IPP, and are intended to bind EPSD-Board, administration, and staff.



The IPP's intent is to uphold collaborative accountability and responsibility for development of programming, the identification and establishment of internal and external collaborative partnerships, and the establishment of educational services, in support of the educational and social-emotional needs, that serve our Native American students within EPSD. Lastly, EPSD will ensure that ALL EPSD staff will not exclude or deny participation of any student in educational programs based on race, religion, gender, disability, sexual orientation, or national origin.

### **Commitment**

The EPSD-Board will provide assurances of the aforementioned intent through the following:

- Develop and present report on the status of Impact Aid/Indian Add-on, which includes budget, expenditures, and programming.
- Assure that annual Impact Aid carry-over funds do not exceed 50%, and if such funds exist, the carryover will be utilized to create, implement and/or modify programs for Native American students within EPSD.
- Ensure that an Indian Education Committee (IEC) is maintained, sustained, and is composed of community members, parents/guardians, students, tribal education departments, tribal members and tribal leaders.
  - The IEC will collaborate with EPSD-Administration, EPSD-Indian Education Department (EPSD-IED), and IED-Director to develop an educational plan that ensures fidelity of Indian Education curriculum, initiatives, and programming to budgetary and fiscal aspects as they relate to the EPSD's overall educational plan, including the New Mexico State Equalization Funds for equal participation by Native American students.
- Establish a Strategic Plan that ensures aligned, measurable, and specific goals and outcomes that identify the academic and fiscal responsibilities for the Title VII-Impact Aid Funds.
- Obtain approval of Impact Aid budget and statement of work for the utilization of funds, as well as obtaining all necessary signatures verifying the approval by all necessary parties, which includes EPSD-School Board, tribal leaders and/or governors, or their designee, in order to verify the IPP, pursuant to NMSA 1978, 22-23A-5(B)(7), which includes the demonstration and verification of compliance with the Title VIII-Impact Aid Federal regulations.
- Assure that tribes with students enrolled within the EPSD have access to relevant student data and are provided the opportunity to meet with all parents/guardians and students in regards to educational initiatives, as long as they fall within Family Educational Rights and Privacy Act (FERPA) guidelines.

***Policy (1): Give the tribal officials and parents of Native American children an opportunity to comment on whether Native American children participate on an equal basis with non-Native American children in the education programs and activities provided by the LEA (34 CFR Sec. 222.94).***

- EPS- IED will utilize multiple means of communication (automated calls, email, brochures, flyers, radio announcements, television announcements, etc.) in all relevant communities to assure that the EPSD-IED sponsored events are communicated to community members, parents/guardians, students, and tribal education departments, tribal members and tribal leaders.

- EPSD Administration, EPSD-IED and EPSD-IED Director will provide a calendar that will provide notice of all relevant EPSD wide events, IED-events, IEC-events, and any pertinent tribally affiliated events, which includes important dates with external partners.
  - The calendar will include the following:
    - Regularly-scheduled EPSD Board Meetings
    - EPSD Professional Development
    - EPS- Board and IEC Work Sessions
    - EPSD Indian Education Committee meetings
    - Important Funding/Grant Deadline Dates, i.e. Title VII and Title VIII-Impact Aid
    - EPSD Tribal Education Summit
    - All EPSD-IED scheduled events
    - All tribally relevant events
- Impact Aid-IPP Meetings will provide opportunities for comments regarding equal participation and review the achievement of Native American students in the education programs of EPSD. Information obtained from meetings will be used for school and program improvement purposes.
- EPSD will provide an overview of the coordination of all federal programs within EPSD, which include: Special Education; Title I-No Child Left Behind; Title III-Bilingual Education; Title VII-Indian Education. In addition, EPSD and EPSD-IED will report on the following throughout the year:
  - Budget Reports for all IED related funds and grants, as well as, any pertinent changes
  - Policy and procedure review and amendments for EPSD-IED budget.
    - Includes review of Title VIII-Impact Aid-Indian Policies and Procedures (IPP)
  - Relevant student data and statistics (i.e. attendance, discipline policies, drop-out rates, graduation rates, academic requirements, AYP analysis, testing data, etc.).
  - Educational programming as it pertains to culturally-relevant methodologies and programming.
  - Parental involvement initiatives.
  - Student support services and wellness programs.
  - Comparative analysis and disaggregation of short-term and long-term data relevant to Indian Education within EPSD.
  - Collaborative efforts between EPSD-IED and tribes.
    - Development of Cultural Competencies.
    - Development of Tribal Language programs.
  - Collaborative efforts between EPSD-and external partners.
  - Relevant EPSD-wide initiatives that impact Indian Education

***Policy (2): Assess the extent to which Native American children participate on an equal basis with non-Native American children served by the LEA;***

Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) and parental consent, EPSD will review school educational data and evaluations with tribal leaders and officials. Monthly IEC meetings, Semi-annual Tribal Summits (Start of school year and Mid-school year), EPSD

School Board meetings, regarding the overall participation and fidelity to educational programs for Native Americans and non-Native Americans within EPSD.

EPSD will conduct an annual State of Indian Education Survey for the EPSD. The survey will coincide with the semi-annual Tribal Education Summits. The intent of this survey is to gauge the effectiveness of the educational programming, obtain input and recommendations for Indian Education initiatives, and survey the participatory levels to assure that the educational programming ensures equal participation by Native Americans and non-Native American students. The information obtained will be utilized to develop strategic goals and objectives as they pertain to Indian Education initiatives within EPSD, as they are developed by EPSD-Board, EPSD-IED, and EPSD-IEC.

***Policy (3): Modify, if necessary, its education program to ensure that Native American children participate on an equal basis with non-Native American children served by EPSD:***

The EPSD Administration, EPSD-IEC, and EPSD-IED will work collaboratively with all relevant community members, parents/guardians, tribal education departments, tribal leaders and tribal members to create, modify and implement relevant Indian Education initiatives that provide fidelity to the horizontal and vertical alignments of all education and language programs as they pertain to Indian Education and EPSD-wide educational initiatives.

EPSD will assure that educational programs will be constantly monitored, modified and maintained to assure fidelity to the recommendations and subsequent programming as set forth in the EPSD-IED Strategic Plan by the EPSD-Administration, EPSD-IEC, EPSD-IED and all relevant stakeholders.

EPSD Administration will provide the final recommendations for changes or modifications to programs, services and/or practices to the EPSD School Board for adoption.

***Policy (4): Disseminate relevant applications, evaluations, program plans and information related to the education programs of the EPSD in sufficient time to allow the tribes and parents of Native American children an opportunity to review the materials and make recommendations on the needs of the Native American children and how the EPSD may help those children realize the benefits of the EPSD's education programs and activities, [34 CFR 222.94 (a)(4)];***

In Fall Semester of each year, EPSD-IED will conduct Tribal Education Meetings with EPSD-IEC, parents/guardians, students, tribal education departments, and tribal leadership. The summits will provide the opportunity to comment and provide recommendations for the Title VIII-Impact Aid, as well as other Federal programs (i.e. Title VII), State programs (i.e. PED grants), and other relevant Indian Education initiatives within EPSD.

In addition, EPSD Educational Summit, Monthly IEC meetings, Quarterly Tribal Education Director Meetings, Semi-annual Tribal Summits will also be available for comments to be made in regards to any EPSD-Indian Education educational and fiscal components.

***Policy (5): Gather information regarding Native American concerns;***

EPSD will utilize EPSD Educational Meetings, Monthly IEC meetings, Quarterly Tribal Education Director Meetings, Semi-annual Tribal Summits and any other relevant meetings to gather input from community members, parents/guardians, students, and stakeholders through conversations, meetings, and surveys in order to consistently assess, monitor, modify and subsequently implement Indian Education initiatives as they are developed and implemented.

***Policy (6): Notify the Native American parents and tribes of the locations and times of meetings, [34 CFR 222.94 (a) (6)];***

As stated in ***Policy (1)***, EPSD IED will utilize multiple means of communication (automated calls, email, brochures, flyers, radio announcements, television announcements, etc.) in all relevant communities to assure that Indian Education Department sponsored events are communicated to community members, parents/guardians, students, and tribal education departments, tribal members and tribal leaders.

EPSD Administration, EPSD-IED and EPSD-IED Director will provide a calendar that will provide notice of all relevant EPSD wide events, IED-events, IEC-events, and any pertinent tribally affiliated events, which includes important dates with external partners.

In the event that additional meetings need to be scheduled or, meetings need to be cancelled/rescheduled, the EPSD Administration and EPSD-IED will assure that said modification of meetings will be properly communicated to community members, parents/guardians, students, tribal education departments, tribal leaders and tribal members.

***Policy (7): Consult and involve tribal official, Indian Education Committee, tribal education departments, and parents of Native American children in the planning and development of the EPSD's education programs and activities and [34 CFR 222.94 (a)(7)];***

EPSD-Administration, EPSD-IED, EPSD-IEC, tribal education departments, and parents of Native American children will work in active collaboration and participation to plan and develop educational programs and activities.

EPSD Administration and EPSD-IED will develop a Strategic Plan that addresses short term and long term goals and objectives to ensure that consultation, development, planning and implementation of educational programs and activities. The development of the Strategic Plan and its accountability mechanisms shall include the roles and responsibilities of EPSD-Administration, EPSD-IED, EPSD-Schools, Indian Education Committee, stakeholders, and tribes.

In further enhancing Native American education and meeting the unique educational needs of the Native American students, partnerships through a mutual agreement will be entered between EPSD and the tribes.



*Policy (8): Modify the IPP, if necessary, based upon the results of any assessment described above;*

EPSD-Administration, EPSD-IED and EPSD-IEC, parents/guardians, stakeholders, tribal education departments, tribal leaders and tribal members will continuously monitor and review the IPP as needed throughout the school year. All of the said entities will confer on the adoption of the IPP and any of its modifications on an annual basis.

**Background.** "New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an "at-risk" factor in the state's funding formula to assist in addressing the issue. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase student's success in school. Additionally, dropouts negatively affect the four-year (freshmen) cohort graduation rate for the state, which results in a lower graduation rate."

**Objective. School District Initiatives** "The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students."

**Methods.** This information comes from the STARS Reporting data base and from the TESR Survey.

**Results.**

The AI data cannot be pulled as of this date. It is not reported yet.

**Conclusion.** Data not yet reported.

**Action Plan.**

- The district will continue to follow the compulsory attendance laws and utilize a person to address truancy and absenteeism. Communication with tribal authorities as to allow them to drop out, we always ask the tribal authorities if they feel a student should be allowed to pursue other avenues and we try to make accommodations for any students pursuing this path. Tiered interventions, alternative settings and tutoring will be utilized. The district also has an extended school year funded by IDEA.

**Background.** "New Mexico has a rich American Indian history and culture that cultivates the 22 Tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students. American Indian education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. The 35,000-plus students who represent the NM tribes and pueblos and other tribes from throughout the United States, who attend over 185 public schools and charter schools in the State of New Mexico, were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003."

**Objective. Variable School Calendars** "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 student's lives. By using variable school calendars, schools directly address their AI student's cultural and family responsibilities and enhance these students' ability to more regularly attend their public school."

**Methods.** Collected from Survey.

**Results.**

- The district does have a variable calendar and there is a calendar committee and has representation of all our ethnic backgrounds. We do excuse AI students for various cultural activities and we do communicate with tribal authorities of when this happens and we then communicate that students will be allowed to participate in tribal activities.

**Conclusion.** The district and tribal entities do indeed communicate with each other and will continue to do so. There are a variety of calendars followed by the district.

**Action Plan.**

- Through discussions with the educational liaisons of the tribal entities we will continue to have discussions as to what is expected of us and how we can improve. Flexibility and communication will foster trust and a better relationship.

## **Tribal Consultation**

Districts/state charter schools that serve high populations of Native American students must provide evidence of tribal consultation pursuant to state statute 11-18-3 NMSA.

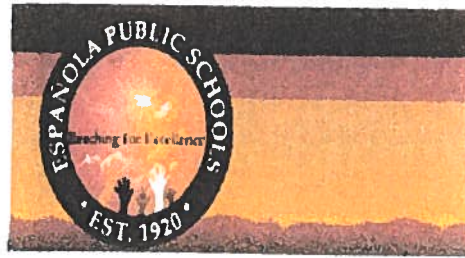
*A state agency shall make a reasonable effort to collaborate with Indian nations, tribes or pueblos in the development and implementation of policies, agreements and programs of the state agency that directly affect American Indians or Alaska Natives .*

[illegible]



**ACTING SUPERINTENDENT**

Ms. Denise L. Johnston  
[denise.johnston@k12espanola.org](mailto:denise.johnston@k12espanola.org)  
 Website: [www.k12espanola.org](http://www.k12espanola.org)  
 1260 Industrial Park Road  
 Española, New Mexico 87532  
 505-753-2254 – 367-3303  
 Fax 505-753-2321

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**Bilingual Program – Española Public Schools**

The Bilingual Multicultural Education Act of 2004 provides funds for districts to implement BMEPs. BMEP refers to a program using two languages, including English and the home heritage language as a medium of instruction in the teaching and learning process.

The purpose of the program is to ensure that participating students become bilingual and biliterate as well as meet all academic standards that all students must meet:

**Bilingual Model (Heritage) - Española Public Schools (Spanish/Tewa)**


Heritage	Required Courses	Purpose
Designed to support and revitalize a student's native language and culture through oral and/or written language instruction NMAC 6.32.2.12 (D)(3)	<b>One hour of home/heritage (target) language arts</b>  &  <b>one hour of ESL/ELD for EL students</b>  EL Students RFEP IFEP	All students will be bilingual and biliterate in English and the home/heritage (target) language

**Meeting the needs of ELs –** The district and schools have legal obligations of meeting the needs of ELs in becoming English Language Proficient. English Language Development (ELD) is the model used by the district to support ELs.

**Screening for ELs:**

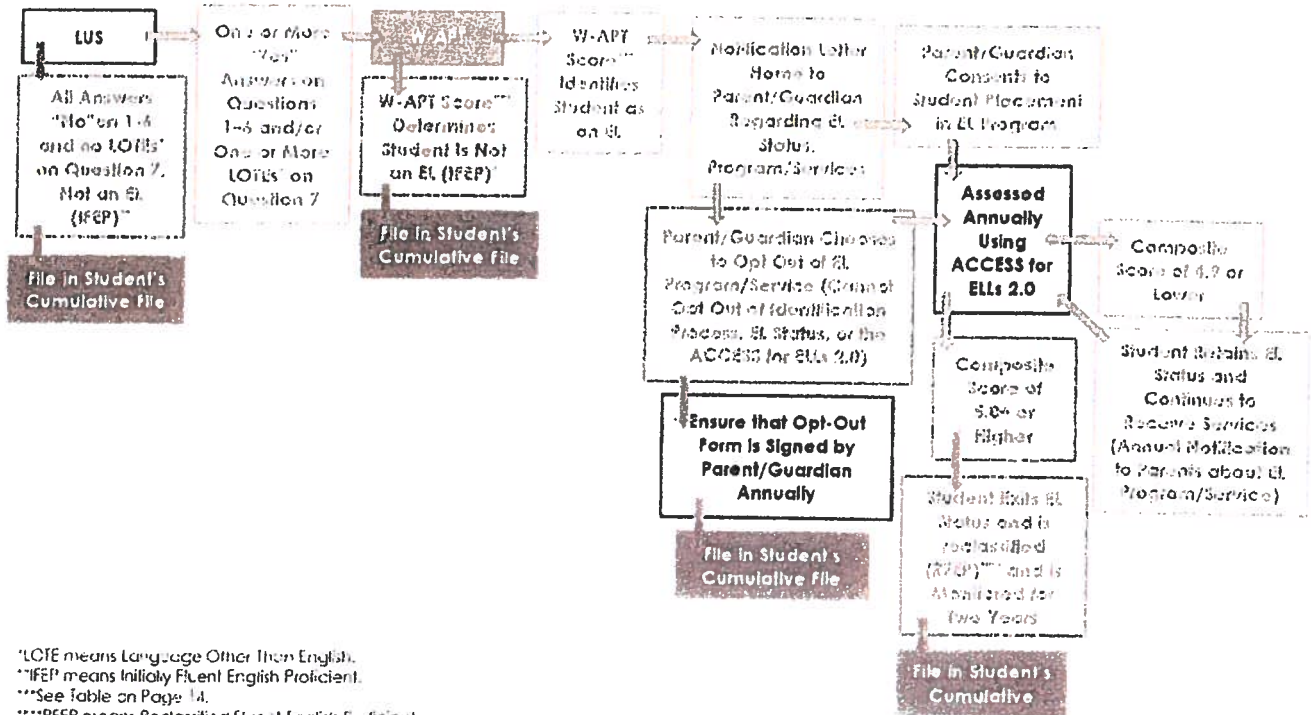
- Language Usage Survey attached to registration packet for new students to the district. (see attached survey)
- See attached flow-through chart to determine EL status
- See sample letter of parent notification of EL status and EL program support services.

Accredited by North Central Association of Universities Colleges and Secondary Schools  
**AN EQUAL OPPORTUNITY EMPLOYER**

FOR DISTRICT USE ONLY	District: _____	School: _____
 <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <b>NEW MEXICO PUBLIC EDUCATION DEPARTMENT</b>  <b>LANGUAGE USAGE SURVEY</b>          ~for parent or guardian to complete~       </div>		
The purpose of this survey is to ensure that your child receives the highest quality education and services to which he or she is entitled. The information you provide will be used only to assist the school in making program decisions. You will complete this form only once in your child's educational career.		
Student Name: _____	Date of Birth: _____	Grade Level: _____
Answer each question by marking either the YES or NO box.		
1. Does the student use a language(s) other than English with his/her family and friends?	YES	NO
2. Do you use a language(s) other than English with the student?		
3. Does the student understand when someone communicates with him/her in a language other than English?		
4. Does the student read in a language(s) other than English?		
5. Does the student write in a language(s) other than English?		
6. Does the student interpret for you or anyone else in a language(s) other than English?		
7. If you answered YES on one or more of questions 1-6, what language(s) other than English does the student use most frequently at home? Choose up to three.		
<input type="checkbox"/> American Sign Language (ASL) <input type="checkbox"/> Arabic <input type="checkbox"/> Cantonese <input type="checkbox"/> Diné <input type="checkbox"/> French <input type="checkbox"/> Greek <input type="checkbox"/> Hmong <input type="checkbox"/> Jicarilla Apache <input type="checkbox"/> Italian	<input type="checkbox"/> Keres <input type="checkbox"/> Khmer <input type="checkbox"/> Korean <input type="checkbox"/> Mescalero Apache <input type="checkbox"/> Mandarin <input type="checkbox"/> Portuguese <input type="checkbox"/> Russian <input type="checkbox"/> Somali <input type="checkbox"/> Spanish	<input type="checkbox"/> Tiwa <input type="checkbox"/> Tewa <input type="checkbox"/> Towa <input type="checkbox"/> Vietnamese <input type="checkbox"/> Zuni  <input type="checkbox"/> Other _____
<b>OTHER QUESTIONS</b>		
8. Is the student transferring from another state, district, or school? If yes, please provide location and name of school: _____		
9. Has the student received schooling/education in a language(s) other than English? If YES, which language(s)? _____		
10. In what language do you prefer to receive communication from the school? _____		
11. In what language would you prefer to communicate with school staff? _____		
12. Is there anything else we should know about how to best serve your child? _____		
Signature of Parent or Guardian. _____		Date: _____
Translator: _____	Language: _____	Date: _____

# LUS Process Map

## NEW STUDENT (No LUS on file)



\*LOTE means Language Other Than English.  
 \*\*IFEP means Initially Fluent English Proficient.  
 \*\*\*See table on Page 14.  
 \*\*\*\*RFE means Reclassified Fluent English Proficient

**Sample Parent Notification Letter for a Child's Participation in an English Learner Program  
and/or Language Support Services**

[Española public Schools]

Date:

Dear Parent,

When you enrolled your child in school this year, you noted on the Language Usage Survey (LUS) that your child understands/speaks a language other than English. Based on the responses, the law requires us to test your child's English language proficiency to determine if s/he is legally entitled to English language support services. We used the W-APT language screener results to determine the best English learner (EL) program and/or language support services for your child. We are required to inform you of the test results, our program recommendation, and all of the program and service options available for your child. That information appears below.

Based on your child's W-APT language screener results, your child qualifies for an EL program and/or language support service. English language development instruction is instrumental in increasing a student's English language proficiency and ability to acquire grade-level academic content. We highly recommend that your child participate in and receive the benefits from an EL program and/or language support service.

1. Your child's English language proficiency assessment scores for this school year and the proficiency level score are as follows:

Area	Level/Score	Proficiency level Score
Listening		
Speaking		
Reading		
Writing		
Overall		

2. Your child's EL program and/or language support service will entail the following types of instruction: [insert available EL programs and/or language support services here]

3. The overall goal of the EL program and/or language support service is for students to become fully proficient in English and to meet grade-level state academic achievement standards. In New Mexico a student who has an overall score of 5.0 or higher on the annual ACCESS for ELLs© assessment is considered English language proficient.

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4. If your child has an Individualized Education Program (IEP), the EL program and/or language support service will assist in meeting the IEP goals in the following ways: [Insert description here]

As mentioned, we highly recommend that your child participate in, and receive the benefits from, this EL program and/or language support service. However, you have the right to decline your child's participation in — opt your child out of — the EL program or language support services. Please contact the school at [Insert telephone number] or contact your child's teacher if you would like to schedule a parent conference to discuss options for your child or if you wish to opt your child out of the EL program or language support services.

Sincerely,

DISTRICT/SCHOOL OFFICIAL

**Background.** "Indian Education has been working to strengthen the field of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors and others who are working within Indian Education has been to improve education for our American Indian students enrolled in all schools. The Indigenous research methodologies differ from the Western educational approaches. In Western academic models, the research project and data are separated from the researcher, who is merely an onlooker. Through the data collected by Indigenous research methodologies can be analyzed quantitatively as well as qualitatively, just like data collected by Western research methods, the acknowledged relationship between researcher and data naturally challenges Western research paradigms. Indigenous research methodologies are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about the natural world and indigenous peoples."

**Objective. Indigenous Research, Evaluation, and Curricula** "The research objective ensures that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in native languages, culture, and history designed for tribal and non-tribal students as approved by New Mexico tribes."

**Methods.** The information was taken from TESR Survey

**Results.**

- The district does have a MoA in place with the tribal entity supporting Tribal Heritage Language Programs. The district supports 520 PED Licensure; the district also offers support for ELL students. Cultural competency is offered in the district.

**Conclusion.** The district has many programs in place to help our AI students and offer bilingual classes and support for ELL students, Tribal Heritage programs are also in place and Native American teachers are encouraged as a matter of fact we are trying to get more teachers to teach TEWA so that we may expand our program.

**Action Plan.**

- As stated above we will continue to offer the TEWA classes and expand if possible. Intervention programs are available as well as an RTI class for students who fall behind and want to recovery skills and classes. We will continue to improve upon our interventions and classes and continue support for AI students when needed. Cultural competency training will continue as needed.