

**Pojoaque Valley School District  
Tribal Education Status Report  
2017-2018**

The Indian Education Department at Pojoaque Valley School District (PVSD) continues to strive to improve instructional practices to address the educational needs and cultural development of our Native American students. These initiatives are based on collaboration and partnerships with 4 Pueblo communities within the school district boundaries and 2 additional Pueblo communities that have students in PVSD. Pojoaque Valley School District meets with the Educational Directors with all of the Native American Pueblos in the area on a monthly basis. 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.

**Student Achievement:** Below is the SBA and PARCC data by subgroup for 2011-2012 through 2015-2016 in both Reading/Language Arts and Math. Tables included are third grade through eleventh grade.

Standards-Based Criterion-Referenced Assessment 2010 through 2016  
and  
PARCC 2014-2015 and 2015-2016  
Student Performance Data  
Percent Proficient by Grade by Subject, by Group  
(Must have 10 or more in a group for data to be reported)

Grade: 3										
	Reading/Language Arts					Mathematics				
	2012-13 N/%	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	2012-13 N/%	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%
All	133/69	140/60	143/14.7	137/28.5	154/27.3	133/69	140/62	144/15.3	137/32.8	154/20.1
Native American	19/68	21/57	21/4.76	21/23.8	19/5.3	19/84	21/31	21/9.52	21/19.0	19/15.8
Asian										
African American										
Hispanic	105/70	117/61	116/16.38	108/27.8	130/29.2	105/66	117/64	117/17.09	108/34.3	130/20.0
Caucasian										
Special Education	10/50	15/0	22/4.55			10/60	15/14	21/4.76		21/4.8
Economically Disadvantaged	84/62	95/51	107/14.95	105/21.9	114/19.3	84/63	95/51	108/12.04	105/25.7	114/15.8
English Language Learner	48/60	139/60	25/0			48/58	139/62	26/3.85		

Grade: 4												
	Reading/Language Arts				Mathematics				Science			
	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	2013-14 N/%	SBA 2014-15 N/%	SBA 2015-16 N/%	SBA 2016-17 N/%
All	128/56	146/24.7	143/20.3	135/20.7	128/54	145/18.6	143/16.1	135/20.7	128/57	144/45	144/43	136/43
Native American	21/67	26/15.38	20/20.0	20/20	21/57	26/7.69	20/10.0	20/20	21/48	19/42	19/37	20/45
Asian												
African American												
Hispanic	101/54	117/27.35	117/19.7	107/18.7	101/54	116/21.55	117/16.2	107/20.6	101/58	122/47	119/44	105/43
Caucasian												
Special Education	5/20	25/0	13/7.7	13/0	5/0	22/0	13/15.4	13/0	5/20	14/14	12/8	7/28
Economically Disadvantaged	85/52	92/15.22	101/18.8	96/14.6	85/46	92/8.7	101/10.9	96/15.6	85/50	88/37	101/42	96/35
English Language Learner	128/56	15/0			128/54	15/0			128/57	144/45	140/44	123/45

Grade: 5										
	Reading/Language Arts					Mathematics				
	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%
All	145/59	132/22.0	132/22.0	148/22.3	145/15.9	145/56	133/16.5	133/16.5	149/22.8	146/13.7
Native American	22/55	27/29.63	27/29.63	17/23.5	21/14.3	22/60	27/22.22	27/22.22	17/23.5	21/9.5
Asian										
African American										
Hispanic	115/58	98/20.41	98/20.41	129/22.5	119/16.8	115/54	99/16.16	99/16.16	130/23.1	120/15.0
Caucasian										
Special Education	11/18	14/0	14/0	10/0.0	17/0	11/9	13/7.69	13/7.69	10/0.0	18/5.6
Economically Disadvantaged	105/53	89/17.98	89/17.98	86/16.3	106/14.2	105/51	89/14.61	89/14.61	87/14.9	107/9.3
English Language Learner	145/59					145/56				

Grade: 6										
	Reading/Language Arts					Mathematics				
	2012-13 N/%	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	2012-13 N/%	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%
All	141/55	130/44	150/16.0	142/18.3	155/25.8	141/46	130/27	149/14.8	142/14.8	155/18.1
Native American	18/39	20/35	27/11.11	23/4.3	15/26.7	18/44	20/10	27/11.11	23/4.3	15/20
Asian										
African American										
Hispanic	115/57	104/45	116/17.24	110/20.9	135/25.2	115/46	104/31	115/14.78	110/18.2	135/17
Caucasian										
Special Education	15/13	11/0	13/0		15/0	15/13	11/9	13/0		15/0
Economically Disadvantaged	95/46	103/38	108/8.33	93/12.9	93/19.4	95/42	103/20	108/9.26	93/9.7	93/9.7
English Language Learner	25/8	129/44	12/0			25/8	129/27	11/0		

Grade: 7													
	Reading/Language Arts				Mathematics				Science				
	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	2013-14 N/%	SBA 2014-15 N/%	SBA 2015-16 N/%	SBA 2016-17 N/%	SBA 2016-17 N/%
All	163/57	148/21.7	161/20.5	156/14.7	163/33	146/9.6	160/14.0	156/15.4	163/40	152/32	162/35	163/37	
Native American	20/40	27/11.11	20/15.0	24/0	20/20	27/0	20/5.0	24/4.2	20/20	22/14	20/25	26/28	
Asian													
African American													
Hispanic	131/60	111/25.23	131/19.8	121/18.2	131/36	109/11.93	130/14.6	121/17.4	131/43	124/35	133/35	126/40	
Caucasian	9/63	10/10.0		10/10	9/38	10/10			9/51			9/22	
Special Education	12/8	13/0	11/0.0	11/0	12/8	13/0	11/0.0	11/0	12/8	13/0	11/9	13/0	
Economically Disadvantaged	111/52	100/14	102/17.6	91/9.9	111/28	98/7.14	102/7.8	91/11	111/31	100/25	103/28	95/29	
English Language Learner	32/31	19/10.53			32/9	19/0			32/16	10/30	27/23	27/23	

Grade: 8										
	Reading/Language Arts					Mathematics				
	2012-13 N/%	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	2012-13 N/%	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%
All	159/53	172/52	159/34.6	150/23.3	167/22.2	159/34	172/25	131/0	118/6.8	121/0.8
Native American	26/54	29/48	25/28	20/10.0	21/23.8	26/36	29/14	26/0	17/0.0	16/0
Asian										
African American										
Hispanic	121/51	135/50	125/34.40	121/25.6	139/20.1	121/32	135/26	100/0	94/8.5	101/1
Caucasian										
Special Education	11/27	20/5	14/7.14	12/0.0	15/0	12/15	20/5	20/0	12/0.0	15/0
Economically Disadvantaged	100/47	111/45	104/31.73	99/18.2	109/15.6	100/27	111/20	100/0	84/6.0	86/1.2
English Language Learner	35/17	170/51	25/12			35/8	170/26	30/0		

Grade 8						
	Algebra 1					
	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%			
All	62/25.81	35/25.8	46/41.3			
Native American						
Asian						
African American						
Hispanic	52/25					
Caucasian						
Special Education						
Economically Disadvantaged	32/31.25					
English Language Learner						

Grade: 9										
	Reading/Language Arts				Algebra 1					
	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%		PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%			
All	186/16.13	169/29.0	176/17.0		160/1.88	192/5.7	144/4.2			
Female										
Male										
Native American	34/14.71	19/21.1	20/5.0		32/0	30/0.0	23/8.7			
Asian										
African American										
Hispanic	145/15.86	135/31.1	148/18.2		120/2.5	151/7.3	158/12			
Caucasian										
Special Education	23/0	13/15.4	18/0		26/0	22/0.0	15/0			
Economically Disadvantaged	129/10.85	108/25.9	106/12.3		113/0	136/3.7	117/8.5			
English Language Learner	19/0				22/0					



High School Science					
	SBA 2014-15 N/%	SBA 2015-16 N/%	SBA 2016-17 N/%	SBA N/%	SBA N/%
All	145/27	137/31	154/24		
Female	75/26	62/27	79/18		
Male	70/27	75/33	75/28		
Native American	20/16	22/32	25/12		
Asian					
African American					
Hispanic	119/29	106/30	122/26		
Caucasian					
Special Education	15/0	14/14	17/6		
Economically Disadvantaged	87/25	92/28	97/17		
English Language Learner	36/21	60/29	10/0		

The Pojoaque Valley School District will continue to provide staff development for teachers in the areas of instructional differentiation, student achievement and strategies to increase student instruction. The District will continue to meet monthly with the Native American Educational Directors to monitor student achievement, plan instructional strategies and remediate any problems that arise.

**School Safety:**

The discipline incident totals are listed below. PVSD has a Native American liaison that works with all Native American students especially students that have disciplinary action. The District plans to add an additional liaison in the 18-19 school year. The District meets with the Native American Pueblo Educational Directors monthly and with the Native American Parent Committee quarterly. We encourage parents to sign a release form that enables PVSD to discuss student concerns with the Educational Directors. If the Pueblo has a release, the District works with the Pueblo Educational Directors with each of the students in concern.

	Drug Related	Gang Related	Serious Injury	Weapon Related
African Am.	1	0	0	0
Caucasian	4	0	0	0
Hispanic	38	0	2	5
Native America	3		0	1
<b>Grand Total</b>	<b>46</b>	<b>0</b>	<b>2</b>	<b>6</b>

**Graduation Rate:**

The Native American student’s progress to graduation is closely monitored by the Native American Liaison. All students are monitored monthly and results are shared with the Pueblo Educational Directors at the monthly

meetings. Each of the Pueblos offers after school tutoring for any student that has a need for extra instruction. The District offers electronic learning and credit recovery for any student to be able to recover credits or advance their credits.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Attendance	95.0%	93.2%	95.7%	95.08%	87.51%	92%
Dropout	5.2%	2.9%	2.4%	2.0%	3.3%	
4 Year Graduation	77.6%	78.1%	78.0%	74.0%	75.0%	77.8%

**Attendance:**

The Native American student’s attendance is closely monitored by the Native American Liaison. All students are monitored monthly and results are shared with the Pueblo Educational Directors at the monthly meetings. Each of the Pueblos offers assist PVSD in working with parents and families to ensure that the students are attending school.

School	Average School Attendance	Male	Female	Asian Rate	African Am. Rate	Caucasian Rate	Hispanic Rate	Native Am. Rate
PABLO ROYBAL ELEMENTARY	92.2%	92.2%	92.2%	0	87.4%	90.7%	92.7%	90.9%
POJOAQUE HIGH	91.9%	91.5%	92.2%	0	93.3%	90.1%	92.1%	90.9%
POJOAQUE INTERMEDIATE	93.7%	93.6%	93.9%	0	93.4%	93.4%	94.0%	92.7%
POJOAQUE MIDDLE	93.1%	93.0%	93.2%	0	97.3%	93.0%	93.2%	92.2%
SIXTH GRADE ACADEMY	97.0%	96.8%	97.0%	0	0	97.4%	96.9%	96.7%

**Parent and Community Involvement:**

The Pojoaque Valley School District Native American Parents have a committee (Native American Parent Committee – NAPC). NAPC is comprised of parents interested in participating. There are additionally 2 members appointed from each of the Native American Pueblo Governors. The Pueblos that participate are Pojoaque, Nambe, Tesuque, San Ildefonso, Santa Clara and Ohkay Owingeh.

PVSD also hosts a district wide Parent Advisory Committee (PAC) that allows all parents to participate. These meetings are held quarterly and are completely managed by parents with attendance from parents, tribal authorities and school district personnel.

## Educational Programs Targeting Tribal Students:

Pojoaque Valley Schools provides classes and clubs that are targeted to our Native American students. The district, with the Pueblos assistance, offers Tewa language to students in grades Kindergarten through High School. The Tewa language classes are taught by staff that are approved by the Pueblos. The District also offers Native American Clubs at the secondary level. All Native American students have the opportunity to participate. The Districts and the Pueblos also host luncheons for the Native American students throughout the school year.

## Grant Budgets presented to NACP and Tribal Directors:

Title I, II, III, VI  
2018-2019  
June 10, 2018  
Summary

- Goals:
  - Provide modified and developed Core Curriculum State Standards curriculum in Reading Language Arts and Math that is culturally relevant and positively reinforced through both regular classes and our heritage language classes.
- Focus:
  - Pojoaque Valley Schools will provide a Native American Liaison and Social Worker to monitor student's academic progress, provide academic and personal support and work with teachers to provide for student needs.
    - Monitor student academic growth
    - Work with parents, students and teachers to provide a culturally rich academic environment
    - Work with Native American Tribal Governments to ensure wrap around services for Native American students
    - Assist with college applications/scholarships
    - Work with families to complete FAFSA

### Title I Budget

○ CSI School allocation (SGA)	\$ 2,000
○ TSI School allocation (PVIS)	\$ 4,000
○ TSI School allocation (PVMS)	\$ 4,000
• Indirect costs	\$ 8,459
• Parent Cost set aside	\$ 750
• Summer School set aside	\$12,000
• Staff Development	\$ 6,011
• Homeless set aside	\$ 2,000
• School allocation (PRES)	\$171,185
• School allocation (PVIS)	\$ 17,074
• School allocation (SGA)	\$ 7,149
• School allocation (PVMS)	\$ 12,785
Total	\$274,414



## Title II Budget

- Professional Development \$48,016
  - New Teacher Mentoring
  - Opportunity Mentoring Group
  - AVID
  - GLAD
  - English Language Arts

## Title III Budget

- Supplies/Materials \$ 7,519
  - GLAD \$10,000
  - ELD Strategies \$10,000
- Total \$27,519

## Title VI Budget

- Staff
    - ½ Support Specialist \$29,431
    - ½ Social Worker \$29,431

Subtotal \$58,862
  - Student Travel \$1,000
    - Field trips for Native Language classes
  - Student Consumables \$4,600
    - School supplies, lanyards, jump drives, paint, markers, etc. (increase of \$2,900)
  - Student Activities related to Services \$6,800
    - Summer school, credit recovery, school fees, AP test, SAT/ACT, college fees (increase of \$2,511)
- Total \$73,784

Title VI (Formerly Title VII)

2017-2018

Summary

- Goals:
  - Provide modified and developed Core Curriculum State Standards curriculum in Reading Language Arts and Math that is culturally relevant and positively reinforced through both regular classes and our heritage language classes.
- Focus:
  - Pojoaque Valley Schools will provide a Native American Liaison and Social Worker to monitor student's academic progress, provide academic and personal support and work with teachers to provide for student needs.
    - Monitor student academic growth
    - Work with parents, students and teachers to provide a culturally rich academic environment
    - Work with Native American Tribal Governments to ensure wrap around services for Native American students
    - Assist with college applications/scholarships
    - Work with families to complete FAFSA

- Grant Budget

- Staff

- ½ Support Specialist \$21,075
    - ½ Social Worker \$21,075

- Subtotal \$42,150

- Student Travel \$2,000

- Field trips for Native Language classes

- Student Consumables \$7,900

- School supplies, lanyards, jump drives, paint, markers, etc.  
(increase of \$2,900)

- Student Activities related to Services \$13,533

- Summer school, credit recovery, school fees, AP test,  
SAT/ACT, college fees (increase of \$2,511)

- Total \$64,683

**Indian Policies and Procedures:** See Appendix A

**School District Initiatives:**

The Pojoaque Valley Schools employs a Native American Liaison. The job responsibilities of this person are to meet with the Native American students to monitor attendance, grades, graduation status etc. PVSD also provides Tewa instruction in grades Kindergarten through 12<sup>th</sup> grade. Every spring the Native American Liaison hosts a Native American Banquet for students that are graduating.

The Tribal leaders host Native American luncheons on a regular basis at the secondary schools. The intent of these luncheons is to get the students together, discuss school and provide a forum for students to be able to speak freely with tribal leaders.

**Variable School Calendars:** See Appendix B

**School District Consultations:** Monthly, PVSD hosts a Pueblo Educational Directors meeting. This meeting is a forum in which the district can request assistance from the tribal government and the district can provide information about school activities and programs. If the Educational Directors have a release from parents of their tribe, the District also provides student information on grades, attendance and discipline.

The Educational Directors also provide information on programs that are offered in the Pueblos. The District can then help students take advantage of those programs.

**Indigenous Research, Evaluation and Curricula:**

The District employs two teachers that are approved by a Tribal Governor. These teachers are employed to teach Tewa to students in grades Kindergarten through 12<sup>th</sup> grade. The Pueblos that we serve are very conservative and monitor the Tewa language instruction very carefully.



## INDIAN POLICIES AND PROCEDURES (IPP) Pojoaque Valley School District #72

### **Intent**

The Pojoaque Valley School District (PVSD) Board of Education 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 PVSD and to use Impact Aid/Indian Add-On funds to fulfill this intention. It is the purpose of the Indian Policies and Procedures (IPP) to establish a framework for a shared involvement and relationship with the Pueblos of Nambe, Ohkay Owingeh, Pojoaque, San Ildefonso, Santa Clara, Tesuque and all other Tribes in developing and assessing educational programs and activities offered by PVSD and to ensure that all school-age children enrolled in PVSD as well as families, guardians, and tribes have the opportunity for equal participation. It is the intent of PVSD in adopting these IPPs to 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).

This IPP provides guidance in establishing a mutually beneficial relationship between the PVSD and all Pueblos/Tribes and upholds the best practices of collaborative accountability and responsibility for the identification of priority programs and services for the support of the academic, social and educational needs of our Indian children.

### **Purpose**

1. To establish a system of accountability for educational quality by formalizing the relationship between the individual Pueblos and define the specific responsibilities of PVSD to the Pueblos and ensure that PVSD funds are used appropriately to service Native American Students.
2. To establish shared responsibility, accountability and partnership with each tribe whose children are enrolled in PVSD and to ensure the active and equitable participation of parents and tribal officials in the development of the specific needs, goals, priorities for education programs, support services and funding.
3. To meet the intent of the Impact Aid federal law, as well as other federal and state requirements, by establishing open and transparent procedures of communication, policy development, shared information, including achievement data, and modification to existing educational programs and services based on consultation, collaboration and input from the Tribes.
4. PVSD will ensure that teachers and administrators will not exclude or deny participation of any student in educational programs based on race, religion, gender, disability, or national origin.
5. PVSD, in partnership with the Tribal Education Departments (TEDs), will ensure all school administrators and staff is given an orientation on the Indian Policies and Procedures (IPP) and the 25% Impact Aid/Indian Add-On funds that will be directed to the schools.



## **Commitment**

The PVSD School Board of Education will provide assurances that the PVSD shall:

1. Use the results/input of the IPP to modify the educational programs for Native American students and to modify the use of Impact Aid/Indian Add-On funds accordingly;
2. Review and report to the Governors of the Pueblos the PVSD's Impact Aid/Indian Add-On budget, revenues, expenditures, and carry-over funds;
3. Ensure that the annual carry-over funds of Impact Aid/Indian Add-On will not exceed 50% of Impact Aid/Indian Add-on annual revenues, and the carry-over funds will be used to modify the educational programs for Native American students according to the IPP results/input;
4. Provide a written financial and academic report at the end of each academic year to demonstrate compliance with federal regulations and state reporting requirements associated with Impact Aid/Indian Add-On and the IPP;
5. Create a "Native American Parent Committee" (NAPC) composed of Native American parents, Governors or designee, tribal education directors or designee and or other Pueblo members. NAPC will work collaboratively with the director of education, principals, and staff at PVSD on the fiscal and curricular aspects of the overall educational plan and programs, including the 25% Impact Aid/Indian Add-On funds for equal participation by Native American students; and
6. Establish an Organizational/Accountability Grid (Appendix: 1), Specific, Measurable, Aligned, Results-oriented, and Timely (SMART) goals that identify financial and academic roles and responsibilities for Impact Aid/Indian Add-On funds.

New Mexico State Law requires that the PVSD School Board of Education and the Superintendent of PVSD to identify annual objectives and assess priorities for the education of Native American children in collaboration and consultation with Native American parents, TEDs, and tribal officials of Native American children enrolled in PVSD (ref: Indian Education Act, NMSA 1978, 22-23A-7).

In compliance with the statutes, PVSD will provide status reports annually as required by the New Mexico Indian Education Act and aligned with the New Mexico Public Education Department (NMPED) Strategic Plan. In addition, PVSD will provide quarterly reports on short cycle assessments and include in these reports Native American children designated as special education with an Individualized Education Plan (IEP; ref: Indian Education Act, NMSA 1978, 22-23A-7).



## Definitions

Definitions are taken verbatim from Impact Aid regulations 34 CFR Ch.11.Subpart G –Special Provisions for Local Agencies That Claim Children Residing on Indian Lands, Section 222.90.

1. *Indian [Native American] children* mean children residing on Indian lands who are recognized by an Indian tribe as being affiliated with that tribe.
2. *Indian [Native American] tribe* means any Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established under the Alaska Native Claims Settlement Act (85 Stat. 688), which is recognized as eligible for the programs and services provided by the United States to Indians because of their status as Indians.
3. *Parent* means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. 34 CFR Section 99.3. (additional 34 CFR ss99.4 re: legal binding cases).

**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).*

## **Procedures (Monthly):**

### **July**

1. PVSD Administration will provide notice of all regularly scheduled School Board meetings, work sessions, and NAPC meetings.
2. PVSD Administration will provide Title VIII (Impact Aid – Indian Add-on) quarterly budget reports for NAPC meetings.
3. PVSD Administration will notify Pueblo Governors and NAPC of any budgetary changes required by NMPED.

### **August**

1. Notice of all PVSD School Board meetings will be posted at each school site, each Pueblo, and at each Tribal Administration building, Pueblo Education Department, and at other locations described in the PVSD School Boards Open Meetings Resolution.
2. NAPC meetings will be held every 3<sup>rd</sup> Wednesday of the month or unless otherwise approved by the committee.



3. PVSD Administration will hold formal meetings for Pueblo Governors, tribal leaders, parents, and community members to inform them of PVSD requirements for Native American children and other students, including attendance, disciplinary policies, academic requirements, adequate yearly progress analysis, and testing, as well as educational programs and services, such as student support services, educational plan for student success (EPSS), transition programs, parent involvement, health and wellness programs, and progress of educational programs in PVSD. In addition, PVSD Administration will review the previous school year's academic results, input results from tribal leadership, parents, and tribal officials, and resulting program changes.
4. PVSD Administration will inform parents and Tribal community representatives of the frequency, location, and time of the above-mentioned meetings.
5. At all meetings, PVSD Administration will provide an overview of applicable regulations related to Impact Aid and the IPPs.
6. PVSD Administration will provide an Orientation on Native American issues for employees.
7. Other meetings may be organized by NAPC and/or requested by tribal officials and/or parents of Native American Students.

## **September**

1. Parents will be informed of the opportunity to participate in NAPC. NAPC will provide input on policies relating to instructional issues, curricula, budgets, involvement of parents and community participation in public schools per NAPC Bylaws.
2. PVSD Administration will invite Pueblo Governors/Designee to meet with their respective students in the schools at the beginning of each semester to hold discussions on the progress of the students' educational process and participation.
3. Any Tribal Official, parent, TED representative or parent involvement committee member retains the right to address the School Board regarding concerns about the educational programs, practices or policies during the public comment period of any regularly scheduled monthly school board meeting.
4. PVSD Administration will provide updates on the following information on school performance to parents and tribal officials along with recommendations for improvement from a strengths based perspective to include:
  - Student achievement as measured by statewide tests approved by the NMPED, disaggregated by tribe/ethnicity;
  - School safety (Tribal Education Status Report - TESR);
  - Dropout rates;
  - Graduation rates and progress;



- Attendance;
- Suspension and expulsion rates, disaggregated by ethnicity;
- Native American student participation in extracurricular activities;
- Parent and community involvement (TESR);
- Educational programs targeting Native American student needs;
- Financial reports (Title VIII separate budget entitled Impact Aid/Indian Add-On);
- Current status of PVSD IPP;
- PVSD initiatives or plans to decrease drop-out rates and increase attendance;
- Discussion of school calendar; and
- Process and plans established for consultation with NAPC and Tribal Officials.

### **October**

1. A community meeting, as scheduled will be held in each of the respective Pueblos with PVSD Administration to provide an opportunity for input by Pueblo Governors, parents, and students on the educational programs of PVSD as part of the school improvement process. The agenda will be developed in coordination between the Tribes and PVSD. The content of the meeting shall include academic progress and any progress on equal participation within programs, short-cycle assessments, and a financial update.
2. PVSD Administration will provide a Title VIII (Impact Aid – Indian Add-on) quarterly budget report for the NAPC meetings.

### **November/December**

1. PVSD Administration will identify where and when public meetings will take place to discuss equal participation and achievement of students. These meetings must occur prior to the filing of the Title VIII-Impact Aid application. Locations will alternate between school sites and the Pueblos.
2. Written recommendations for improvement generated from public input meetings will be presented to the PVSD School Board by PVSD Administration and shared with the tribal officials prior to the submission of the Impact Aid application and other applications relevant to the education of Native American students.
3. PVSD Administration will hold a public hearing on Title VIII Impact Aid IPP. The general meeting will occur to address communication, issues, clarification, networking, and collaboration.
4. PVSD Administration will secure Governors' signatures to verify Tribal Residency and IPP approval.

### **January**

1. PVSD Administration will hold formal meetings for Pueblo Governors, tribal leaders, parents, and community members to inform them of PVSD requirements for Native





American children and other students, including attendance, disciplinary policies, academic requirements, adequate yearly progress analysis, and testing, as well as educational programs and services, such as student support services, educational plan for student success (EPSS), transition programs, parent involvement, health and wellness programs, and progress of educational programs in PVSD. In addition, PVSD Administration will review the previous school year's academic results, input results from Tribal leadership, parents, and Tribal officials, and resulting program changes.

2. A special meeting will be scheduled if modifications to the current programs are necessary.
3. PVSD Administration and TEDs will review, and revise as necessary, the next year's IPP.
4. PVSD Administration will provide a Title VIII (Impact Aid – Indian Add-on) quarterly budget report for Tribal leadership and NAPC.

### **February**

1. PVSD Administration will hold an orientation meeting on PVSD educational programs, policies, and activities at the beginning of each spring semester for newly appointed/elected Pueblo Governors.
2. PVSD School Board will schedule work sessions to solicit input for preparing the budget for the upcoming school year to include specific recommendations to benefit Native American students.

### **March**

1. PVSD Administration will conduct work sessions to solicit input for preparing the Title VII and Title VIII budgets for the upcoming school year to include specific recommendations to benefit Native American students.
2. PVSD Administration will provide written recommendations to the PVSD Board of Education as a result of work sessions conducted.

### **April**

1. PVSD will provide a Title VIII (Impact Aid – Indian Add-on) quarterly budget report for the NAPC meeting.

### **May/June**

1. After the PVSD School Board approves the budget, notification of the budget content will be sent to the Governors and NAPC.



2. PVSD Administration will compile and provide the following information on school performance to parents and tribal officials along with recommendations for improvement from a strengths based perspective to include:
  - Student achievement as measured by statewide tests approved by the NMPED, disaggregated by tribe/ethnicity;
  - School safety (Tribal Education Status Report - TESR);
  - Dropout rates;
  - Graduation rates and progress;
  - Attendance;
  - Suspension and expulsion rates, disaggregated by ethnicity;
  - Native American student participation in extracurricular activities;
  - Emerald Scholars Recipients, National Honor's Society Inductees, Student Council Inductees, Scholarship Recipients, etc;
  - Parent and community involvement (TESR);
  - Educational programs targeting Native American student needs;
  - Financial reports (Title VIII separate budget entitled Impact Aid/Indian Add-On);
  - Current status of PVSD IPP;
  - PVSD initiatives or plans to decrease drop-out rates and increase attendance;
  - Discussion of school calendar; and
  - Process and plans established for consultation with NAPC and tribal officials.

Note: Issues may be addressed throughout the year as appropriate.

All Impact Aid meetings will provide opportunities for comments regarding equal participation and review the achievement of Native American students in the education programs of PVSD. Information obtained from meetings will be used for school and program improvement purposes. PVSD will provide an overview of the coordination of all federal programs within the PVSD. These include: Special Education Program; Title I-No Child Left Behind, Title III-Bilingual, Title VII-Indian Education, and Title VIII-Impact Aid.

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

***Procedures:***

Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) and parental consent, PVSD will review school educational data and evaluations with Pueblo Governors or other appropriate tribal officials in NAPC meetings and other forums regarding the participation ratios of Native American and non-Native American student in educational programs and services of PVSD.

PVSD Administration will work with Tribes to conduct two (2) Indian education surveys (to be developed) for students and parents, obtain input and recommendations on educational programs, and services in regard to equal participation by Native American and non-Native American



students. These surveys will be conducted on or before **December 1<sup>st</sup>** and **May 4<sup>th</sup>**. Results of the survey will be shared with Tribes and TEDs in order to modify educational programs, if necessary.

Every nine (9) weeks, the PVSD Administration will provide to Governors of each Pueblo, the TEDs, parent representatives, parents and community members the following comparative statistical reports:

1. Academic performance, including final grades (literacy, numeracy), graduation rates, standardized test (long term, short term results), enrollment and plans for improvement, and Advanced Placement (AP) classes;
2. Disciplinary actions: truancy rates, expulsions and suspensions (disaggregate by ethnicity: bullying, substance/alcohol abuse, etc.);
3. Academic services: participation rates and types of services such as tutoring, academic counseling, after school programs;
4. Special education services and data on how many Native American students are in special education, on IEPs and numbers of student who exit the program by the end of the academic year;
5. Counseling: progress on four (4) year plans, career counseling, post secondary advisement, scholarship advisement, including SAT and ACT; and
6. Extracurricular activities, including, but not limited to, sports, student government, clubs, etc.

***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 PVSD;***

***Procedures:***

PVSD Administration, in partnership with NAPC and TEDs, will work with Tribes to review/revise plan regarding Impact Aid and other available resources to ensure that Native American students participate on an equal basis with non-Native American students.

After analysis of information and recommendations, PVSD Administration will present the recommendations for program and service modification to NAPC and TEDs for review and comment each nine (9) week period and an overall modification, if necessary, at the end of the school year.

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

***Policy (4) Disseminate relevant applications, evaluations, program plans and information related to the education programs of the PVSD 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 PVSD may help those children realize the benefits of the PVSD's education programs and activities; [34 CFR 222.94 (a)(4)]*

**Procedures:**

Each school year and at least one month prior to submission of applications, PVSD Administration will conduct a federal Programs public hearing for the Pueblo Governors, Tribal representatives, TEDs, parents and NAPC members to receive comment and recommendations regarding the:

1. Application,
2. Programs,
3. Evaluation,
4. Budget allocations
5. Other data authorized and required under federal or state program guidelines,
6. Previous year's results,
7. Modification plan,
8. Record of tribal input,
9. Minutes,
10. Board reports,
11. Carry-over funds and expenditures,
12. Impact Aid Program IPPs,
13. Impact Aid Program application for federal assistance, and
14. Impact Aid and other federal program budget projections and funding allocations for the upcoming school year.

**Policy (5) Gather information regarding Native American concerns.**

**Procedures:**

PVSD Administration will work in collaboration with the NAPC and TEDs to collect Native American perceptions on the IPP process, through surveys (to be developed), parent/student focus groups, community meetings, etc.

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

**Procedures:**

Pueblo Governors, Native American parents, tribal education directors or designee, the NAPC, and community members will be notified as to the location and times of meetings in the same manner as identified under Section 1, above. Notice(s) will be posted in the PVSD Central Office, PVSD website, school buildings, school newsletters, and will also be sent to the Pueblo Governors offices and Pueblo Education Departments, and other sites deemed appropriate by TEDs.

**Policy (7) Consult and involve Tribal Officials, NAPC, TEDs, and parents of Native American children in the planning and development of the PVSD's education programs and activities; and [34 CFR 222.94 (a) (7)]**



**Procedures:**

PVSD Administration, Tribal Officials, NAPC, TEDs, and parents of Native American children will work in active collaboration and participation for planning and developing educational programs and activities, documented by schedules, agendas, and minutes.

PVSD Administration will develop an Organization/Accountability Grid (Appendix 1) to ensure consultation, involvement, planning, development and implementation. The accountability mechanisms shall include the roles and responsibilities of PVSD, schools and Pueblos.

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 PVSD and the Pueblos.

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

**Procedures:**

PVSD Administration and NAPC will review the IPP as needed throughout the year, during the summer of each school year. The IPP will be reviewed by NAPC, agreed upon by the PVSD and TEDs.

1. PVSD, in mutual agreement with each tribe, may develop a Memorandum of Understanding (MOU) or a Memorandum of Agreement (MOA) for each Pueblo tribe that has students in PVSD and has students included in the Impact Aid application or other federal and state applications. PVSD recognizes Tribal Sovereignty and that each Pueblo is unique in culture and educational needs. The MOU or MOA will reflect the unique and special circumstances represented by each Pueblo.
2. The PVSD School Board and each Pueblo Governor will formally approve the MOU/MOAs.
3. PVSD Administration will obtain signatures of approval by the Pueblo Governors/Designee verifying agreement to the IPPs pursuant to NMSA 1978, 22-23A-5(B)(7), to include a written academic and financial evaluation at the end of each school year in order to demonstrate and verify compliance with Impact Aid federal regulations and the New Mexico Indian Education Act.
4. Pursuant to NMSA 1978, 22-23A-1, ET. Seq., PVSD Administration will seek assistance from the Indian Education Division of NMPED to fulfill the requirements of the New Mexico Indian Education Act.

**Checklist for Annual IPP Review:**

**Policy 1:** LEA must disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian Children the opportunity to review and make recommendations.

- PVSD specifically describes how the application, evaluations, program plans and other information will be distributed to the parents of Indian children and the tribes? (*PVSD uses our Native American Parent Committee (NAPC), District Tribal Education Departments, District Email and Website*).
- PVSD specifically state how far in advance of any meeting on these topics, the materials will be provided? (*PVSD sets up monthly meeting dates at the beginning of August and are announced. PVSD hosts Tribal Education Departments on the third Thursday of each month at PVSD Central Office Board Room*).

**Policy 2:** PVSD gives the opportunity for tribes and parents of Indian children to provide their views on the LEA educational program and activities, including recommendations on the needs of their children and on how the LEA may help those children realize the benefits of the LEA's education programs and activities. As part of this requirement, the LEA will: (i) Notify tribes and the parents of the Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and (ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

- PVSD describes how the parents of Indian children and members of the tribe can provide input on the educational program and activities? (*PVSD uses our Native American Parent Committee (NAPC), District Tribal Education Departments and Parent Advisory Committee (PAC)*).
- PVSD states how and when the LEA will notify tribe and parents of Indian lands of the opportunities to submit recommendations and comments? (*PVSD uses our Native American Parent Committee (NAPC), District Tribal Education Departments, District Email and Website*).
- PVSD states how they will solicit the tribe's preference for communication? (*PVSD schedules Superintendents one-on-one meetings with District Tribal Governors during the school year and thru the District Tribal Education Departments meetings at PVSD*).
- Tribes state how they it will accommodate the tribe's preference for communication? (*District Tribal Education Departments communicate to PVSD as needed and at the monthly meetings*).
- PVSD states how the LEA will establish a method of communication and time of meetings to ensure maximum participation? (*PVSD uses our Native American Parent Committee (NAPC), District Tribal Education Departments, District Email and Website*).

**Policy 3:** PVSD will, at least annually, assess the extent to which Indian children participate on an equal basis with non-Indian children in the LEA’s education program and activities. As part of this requirement, the LEA will: (i) Share relevant information related to Indian children’s participation in the LEA’s education program and activities with tribes and parents of Indian children; and (ii) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

- PVSD explains how they will evaluate the Indian participation in educational programs and activities? (*PVSD surveys, Native American Parent Committee (NAPC), District Tribal Education Meetings, PVHS Native American Club and Student Achievement*).
- Which programs that will be evaluated: (*TEWA Language K-12, Title 1 thru 6*).
- Analysis will occur? (*Pre/Post Tests and Growth Calculation*).
- What data will be used? (*Growth Calculations, PVSD Survey and Parent Input*).
- When the analysis will occur? (*During the months of May and June*).
- PVSD describes how and when it will communicate the results of the evaluation with the tribes and parents of Indian children? (*Shared with the Native American Parent Committee (NAPC) and District Tribal Education Departments*).
- PVSD describes how the LEA will accept comments, recommendations or feedback on equal participation from the tribes and parents of Indian children? (*Verbal Communication, Written, Quality of education surveys*).
- If there is an open meeting for feedback, when is the meeting? (*Yes, there is a meeting held and is scheduled within the months of August and May*).
- PVSD states how far in advance of the meeting or feedback timeframe will the evaluation be shared? (*Yes and it is scheduled within the month of August*).
- Is there enough time for tribes and parents of Indian children to review the information and provide meaningful comments? (*Yes and the time will vary*).

**Policy 4:** Modify the IPP’s if necessary, based upon the results of any assessment or input described in section 222.94(b).

- PVSD describes how and when the tribes or parents of Indian children can make recommendations for changes to the IPPs? (*Yes, anytime a request is made to PVSD. Which could be at a Native American Parent Committee or District Tribal Education Meeting*).
- PVSD describes who evaluates the recommendations? (*Yes, the PVSD Leadership Team*).
- PVSD describes who decides if the IPPs will be revised to accommodate these recommendations? (*Yes, at the District Tribal Education Meetings*).
- PVSD describes when will the changes be implemented? (*Yes, at the beginning of the next school year in the month of August*).
- PVSD describes how the tribes and parents of Indian children will be made aware of the changes? (*Yes, thru the Native American Parent Committee (NAPC), District Tribal Education Departments and the PVSD website*).

**Policy 5:** Respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by PVSD:

- PVSD describes how it will respond to the comments received through the IPP consultation process. (*Thru the use of our Native American Parent Committee (NAPC) and District Tribal Education Departments*).
- PVSD describes when it will respond to comments and recommendations? (*Yes, Native American Parent Committee (NAPC) and District Tribal Education Departments following the changes are made*).
- PVSD describes how will the responses be disseminated? (*Thru the use of our Native American Parent Committee (NAPC) and District Tribal Education Departments*).

**Policy 6:** Provide a copy of the IPP annually to the affected tribe or tribes:

- PVSD describes how and when the IPPs will be distributed the IPP to the tribe? (*Hard copies & via email are given to each of the District Tribal Education Departments and an email version is sent to each of the District Tribal Governors Offices. after all the required signatures have been obtained and dated*).




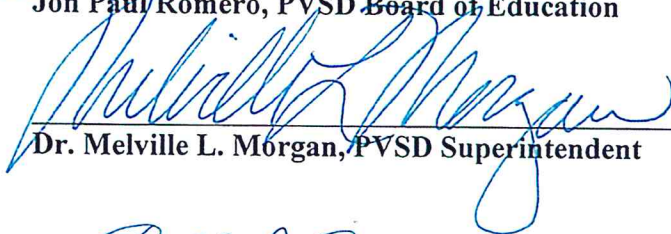



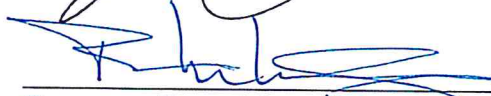

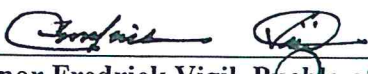


**INDIAN POLICIES AND PROCEDURES (IPP)**

**Pojoaque Valley School District #72**

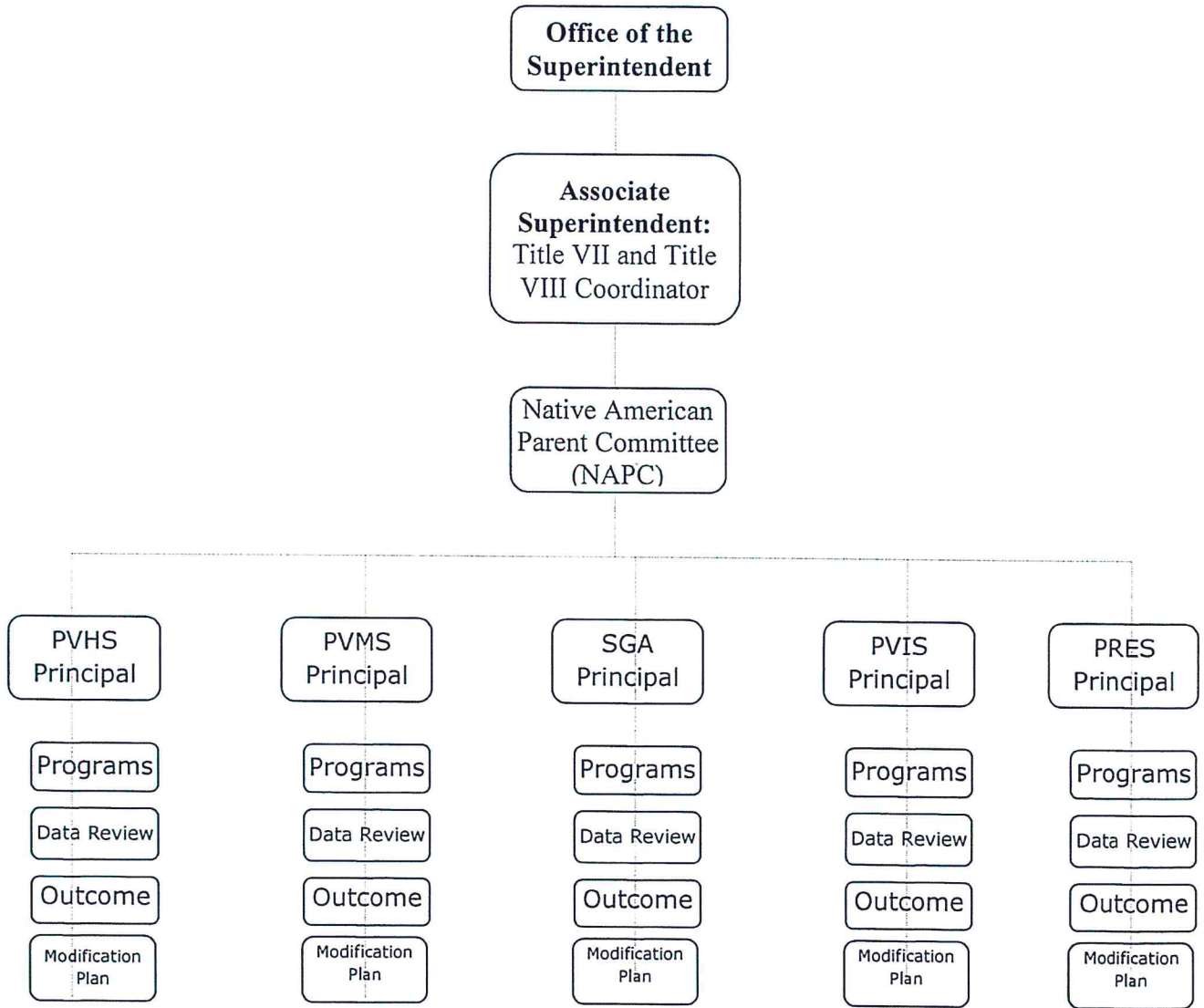
*Tribal Governor Signatures have been secured with the mutual assurance that all Title VIII-Indian Add-On funds will be applied to direct services for Native American Students on or before the 2018-2019 School Year. The budget for these funds shall be determined with mutual agreement between Pojoaque Valley School District, Native American Parent Committee, Tribal Officials and all participating Tribal Education Departments.*

**APPROVED BY:**

 _____ Jon Paul Romero, PVSD Board of Education	<u>4.25.2018</u> _____ Date
 _____ Dr. Melville L. Morgan, PVSD Superintendent	<u>2/25/18</u> _____ Date
 _____ Governor Phillip Perez, Pueblo of Nambe	<u>2/28/2018</u> _____ Date
 _____ Governor Peter Garcia Jr, Pueblo of Ohkay Owingeh	<u>3-20-18</u> _____ Date
 _____ Governor Joseph Talachy, Pueblo of Pojoaque	<u>2/27/18</u> _____ Date
 _____ Governor Perry Martinez, Pueblo de San Ildefonso	<u>3-21-2018</u> _____ Date
 _____ Governor J. Michael Chavarria, Pueblo of Santa Clara	<u>3/14/18</u> _____ Date
 _____ Governor Fredrick Vigil, Pueblo of Tesuque	<u>4/17/18</u> _____ Date

Appendix: 1

**Organization/Accountability Grid  
Impact Aid, Indian Set-Aside Funds**



# 2018-2019

## Pojoaque Valley School District 2018—2019 School Calendar

Dr. Melville L. Morgan, Superintendent of Schools  
Phone: (505) 455-2282 Fax: (505) 455-7152

July 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

April 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### EVENTS / HOLIDAYS

- Aug. 6-8 Professional Development
- Aug. 9 Jumpstart Day (K, 4, 6, 7, 9)
- Aug. 10 First Day of School
- Sept. 3 Labor Day
- Oct. 8 Fall Break
- Oct. 12 End of 1<sup>st</sup> Nine Weeks
- Oct. 25 Parent/Teacher Conf. 3-7pm
- Oct. 26 Parent Teacher Conf. 8-12am  
Teachers leave at 12:00
- Nov. 9 Professional Development
- Nov. 12 Veterans Day observed
- Nov. 19-23 Thanksgiving Holiday
- Dec. 21 End of 2<sup>nd</sup> Nine Weeks
- Dec. 24-Jan. 8 Winter Holiday
- Jan. 1 New Year's Day
- Jan. 7-8 Professional Development
- Jan. 9 Spring Semester Begins
- Jan. 21 Martin Luther King Day
- Feb. 18 Presidents Day
- Mar. 11-15 Spring Break 1
- Mar. 22 End of 3<sup>rd</sup> Nine Weeks
- Apr. 4 Parent / Teacher Conf. 3-7 pm
- Apr. 5 Parent/Teacher Conf. 8-12am  
Teachers leave at 12:00
- Apr. 19/22 Spring Break #2
- May 24 End of 4<sup>th</sup> Nine Weeks
- May 24 Last Day of School
- May 25 Graduation
- May 27 Memorial Day

- Early Release District Wide
- Pay Day

### Pueblo Feast Days

- August 12 Pueblo of Santa Clara
- October 4 Pueblo of Nambe
- November 12 Pueblo of Tesuque
- December 12 Pueblo of Pojoaque
- January 6 Kings Day
- January 23 Pueblo of San Ildefonso
- June 24 Pueblo of Ohkay Owingeh