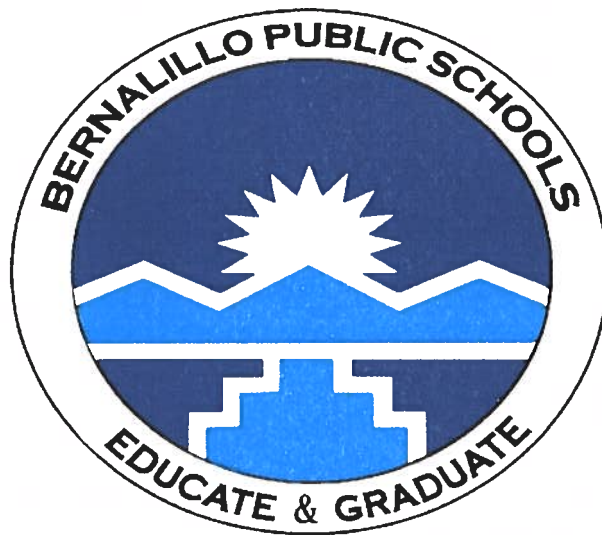


TRIBAL EDUCATION STATUS REPORT



BERNALILLO PUBLIC SCHOOLS INDIAN EDUCATION PROGRAM



School Year
2017-2018

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

Keith Cowan
Superintendent

Tamie Pargas
Deputy Superintendent

Jeanette D. Garcia, Coordinator
Indian Education Program

Curtis Chavez, Coordinator
Impact Aid/Tribal Liaison

Thank you to the following individuals for their contribution to this report:

Stephen Pino	Principal	Algodones Elementary School
Felix Garcia	Principal	Bernalillo Elementary School
Larry Davis	Principal	Bernalillo High School
Lisa Espinosa	Asst. Principal	Bernalillo High School
Frances Martinez	Asst. Principal	Bernalillo High School
John Sais	Principal	Bernalillo Middle School
Mr. Tiger	Asst. Principal	Bernalillo Middle School
Shauna Branch	Principal	Cochiti ES & MS
Larryssa Archuleta	Asst. Principal	Cochiti ES & MS
James Telles	Principal	Placitas Elementary School
Shauna Branch	Principal	Santo Domingo ES & MS
Molly Gurule	Asst. Principal	Santo Domingo ES & MS
Demetria Navarette	Principal	W.D. Carroll ES
Sharon Frost	Coordinator	STARS/Power School
Jennifer Trujillo	Coordinator	Testing & Assessment
Dr. Susana Johnson	Director	Bilingual Programs
Lorilei Chavez	NA Liaison	Bernalillo High School
Miranda Torres	NA Liaison	BMS, Cochiti and SD MS

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

Cochiti Pueblo
Sandia Pueblo
San Felipe Pueblo
Santa Ana Pueblo

Santo Domingo Pueblo
Jemez Pueblo
Zia Pueblo

**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2017-2018**

CONTENTS

Introduction	3-4
Detailed Report	
❖ New Mexico Student Achievement	5-6
❖ School Safety	7-10
❖ Graduation Rate	11-13
❖ Attendance	14-21
❖ Parent and Community Involvement	22
❖ Educational Programs Targeting Tribal Students	23-26
❖ Financial Reports	27-28
❖ Current Status of Federal Indian Education Policies and Procedures	29-30
❖ School District Initiatives	31-32
❖ Public School Use of Variable Calendars	33-34
❖ School District Consultations	35-37
❖ Indigenous Research, Evaluation Materials and Curricula for Tribal Students	38
Conclusion	39-49

Tribal Education Status Report Bernalillo Public Schools District Wide 2017-2018

Introduction

The Indian Education Department at Bernalillo Public Schools (BPS) has implemented initiatives throughout the district to address the educational needs and cultural development of our Native American students. These initiatives are based on collaboration and partnerships with 7 Pueblo communities, 10 schools within the BPS district and our Native American urban population. The Indian Education Department is committed to collaborating with the surrounding 7 Pueblo communities and addressing the needs of their students. The collaboration is vital and is a reflection that both entities can come together to improve the education of Native American students within the district.

This report provides information that was gathered during the 2017-18 school year for Native American students within Bernalillo Public Schools

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

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

Tribal Education Status Report Bernalillo Public Schools District Wide 2017-2018

School Board Goals

Board Goal One

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

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

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

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

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

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

Board Goal Two

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

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

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

Board Goal Three

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

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

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

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

Outcome 3.4: Increase parent involvement in supporting students academic growth

Board Goal Four

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

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

Outcome 4.2: Improve efficiencies in business practices and district operations

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

**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2017-2018**

School	Alg.	BES	CES	PES	SDES	WDC	BMS	CMS	SDMS	BHS	Total
Acoma	1	1	0	0	1	0	3	0	0	0	4
Cochiti	0	2	63	0	0	1	1	20	0	22	109
Isleta	0	0	0	0	0	4	0	0	0	0	4
Jemez	2	5	0	1	1	0	3	1	1	5	19
Jicarilla	0	0	0	0	2	0	0	0	0	2	4
Laguna	0	0	0	0	0	0	0	0	0	0	0
Navajo	1	8	4	3	2	9	10	2	2	16	57
Picuris	0	0	0	0	0	0	0	0	0	0	0
Pojoaque	0	0	0	0	0	0	0	0	0	0	0
San Felipe	122	29	1	0	3	5	71	1	1	120	353
San Ildefonso	0	0	1	0	1	0	0	0	0	0	2
Ohkay Owingeh	0	0	2	0	0	0	0	1	1	0	4
Sandia	0	8	0	0	0	6	6	0	0	9	29
Santa Ana	3	26	2	0	1	28	25	1	0	31	117
Santa Clara	1	1	1	0	0	0	0	0	0	0	3
SD – Kewa	9	9	77	1	220	11	9	20	76	111	543
Taos	1	0	0	0	0	0	0	0	0	0	1
Tesuque	0	0	0	0	0	0	0	0	0	0	0
Zia	0	1	0	1	2	1	6	0	0	11	22
Zuni	2	1	0	0	0	0	2	0	0	1	6
Other	12	5	3	0	3	7	6	1	0	12	49
Total NA	154	97	154	5	236	72	142	47	81	340	1327
Total School	172	419	199	112	237	351	437	79	81	805	2892

End of Year – May 22, 1018

Total Native American Students = 1327

Total District Enrollment = 2892

Tribal Education Status Report Bernalillo Public Schools District Wide 2017-2018

1. School Achievement

<p>BPS Objective: To support the efforts of the Bernalillo Public School District to meet the unique educational and culturally related academic needs of Native American students.</p>
<p>Background: The New Mexico Assessments that we are evaluating include the following: PARCC (Math grades 3-11), English language arts (Grades 3-11). Reading (K-2) and Science (Grade 3-11). ACCESS (English Proficiency) and reading, math and science for students with disabilities.</p>
<p>Methods: During the 2017-2018 School Year, students were tested in grades K-2 using the Istation Assessment, the PARCC test was 3-11th grade and all ELL students were given the ACCESS test.</p>
<p>Results: The following graphs and information provided will show the results of our Native American student compared to all other students. The data has been provided to you in the back of this report. The data provides the following assessment information:</p> <ol style="list-style-type: none"> State/District/School number of students and results of performance levels Gender – number of students by male/female and performance levels Ethnicity/Race – number of students and performance levels Economic Disadvantaged – number of students and performance levels Students with Disabilities – number of students and performance levels English Language Learner – number of students and performance levels Migrant – number of students and performance levels
<p>Conclusion: Our Native American students continue to score below in the (3) core subjects of math, reading and science, but they are showing growth at different school sites. Overall there is growth in small proportions. The difference this year, is change in leadership at the district level and within school sites. As a department we know that academics need to change, students need to be engaged and we have to provide the best education to our students. The scores are not acceptable and change needs to take place in the classroom, but we also need to have the support of the parents/student/family.</p>
<p>Action Plan:</p> <ol style="list-style-type: none"> Increase the graduation rate of our Native American students within three years. Increase student attendance rate at each school site over the next three years. Students will demonstrate academic growth in literacy, math and science (K-12) Through-out the school year.

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

Please see attached documents at the end of the report in the Appendix

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

2. School Safety

BPS Objective: To Ensure that students in New Mexico schools attend, safe and peaceful schools.

Background: Bernalillo Public Schools looks at keeping students, staff and faculty safe while they are in school. Safety plans offer new approaches to the following:

- ✓ Review Safety plans yearly
- ✓ Properly train staff, faculty and students to assess, facilitate and implement response to emergency events
- ✓ Prevent an occurrence and or recurrence of undesirable events
- ✓ Ensure each school site has a Safety Committee

Bernalillo Public Schools has developed different supports to help ensure the safety of schools. This would include: policies and procedures in place, safety committees at each school site, safety implementation and prevention plans, emergency response plans, recovery plans, safe schools plans and providing a school safety report each year to the PED School Health and Wellness Bureau.

Methods:

Implementation of Culturally Responsive Instruction & Curriculum.

The development of the curriculum reflects student culture, but also helps other students see the cultures that surround their community and the school and to understand the traditions. Students will understand that there are different ways of thinking and understanding and that these will be valued in the classroom. The Indigenous Studies class provided an environment that ensured students had access to technology, tools to enhance learning, but also to bring interaction in conversation, presentation and activities. Instructional materials used were to bring more interest and engagement into the classroom and to recognize how students learn, strategies to enhance learning and providing different options for learning.

School Climate:

The district worked on a new Strategic Plan and in order to be able to provide a plan that reflects the district and the words to reflect the support of the district for students, staff, and families we had to hear from the community and from the district staff. A Climate survey was given to staff to respond to. The results are attached for your review. There were also meetings held on:

March 16th – Tribal Leaders meeting with (6) Six Tribal leaders/representatives, BPS Superintendent, Administrators, Directors and School Sites. A SWOC (Strengths, Weaknesses, Opportunities and Challenges) was completed.

April 7th – First Community meeting in Santo Domingo

May 7th – First Community meeting in San Felipe

May 21st – Second Community meeting in Santo Domingo

June 27th – Second Community meeting in San Felipe

In each of the (4) four community meetings, we had (3) Facilitators that were contracted to

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

facilitate the meetings around the these (3) areas: Restorative Justice Opportunities to Address Student Disciplinary Actions (Casey Douma), Culturally Relevant Curriculum & Programs from Pueblo Perspective (Joannie Romero) and BPS Policies & Procedures (Pablo Padilla, Jr.).

The Strategic Planning District Advisory Committee also had the following meetings:

March 1st – BPS DAC first meeting and SWOC completed

March 5th – 9th – School/District Climate Survey

March 8th – Presentation to the Board

March 19th – April 30th – Focus Groups, Administration, Pueblos, Directors and Parent Advisory Committees meet to complete their own SWOC

March 22nd – Update to the School Board

April 10th – 2nd DAC meeting to identify Core Values, Smart Goals

April 12th – 3rd DAC meeting – continue with Goals and Core Values

May 23rd – Development of Mission & Vision Statements

June 27th – 2nd Community meeting in San Felipe

Results: Our school sites are in compliance with their safety plans. Each school site has a safety committee who reviews the plan yearly or as often as needed for the PED. Drills are implemented through-out the school year, such as Fire drills. A Safe Schools report is submitted as well as having policies in place. A review of the infractions by grade level, type of infraction and other indicators will help our department work with the schools sites to ensure our students understand the rules and to see what other programs we need to implement.

Conclusion: All school sites within the Bernalillo Public Schools, do meet the criteria for the NMPED. BPS along with the Indian Education Program will continue to work with staff, parents, students and communities in reviewing data such as the number of school infractions and how we can work together to keep everyone safe.

Action Plan: The Indian Education program will continue to work with the district and school sites to ensure Safety plans meet PED's criteria for safe schools and to encourage ongoing planning and review of plans. The program will also review the new district Strategic Plan as well as develop their own plan with the partnership of the Tribal Communities (parents, students and community members), Tribal Education Departments, Tribal Leadership and the Bernalillo Public Schools

**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2017-2018**

Infractions:

Bernalillo High School:

	AI/AN	Cochiti	Kewa (SD)	Navajo	San Felipe	Santa Ana	Zia
Assault Battery	1	1		1	1		
Assault Battery w/feet, fist, etc.			1		1		
Disorderly Conduct			1	1	1	1	
Drug Violation		1	1		1	1	1
Missing Property/Theft					1		
Other Violence – General					1		
Vandalism			1				
TOTAL	1	2	4	2	6	2	1

Grade level:

	9 th	10 th	11 th	12 th
Assault Battery	3	1		
Assault Battery w/feet, fist, etc.	1	3	1	
Disorderly Conduct	4	4	6	1
Drug Violation	4	7	6	4
Missing Property/Theft				1
Other Violence – General	1		1	
Vandalism	1			
TOTAL	14	16	14	6

Tribal Education Status Report Bernalillo Public Schools District Wide 2017-2018

Bernalillo Middle School:

	AI/AN	Navajo	San Felipe	Sandia	Santa Ana
Alcohol Violation		1			
Assault Battery		1	1		1
Assault battery w/feet, fist, etc.		1		1	
Disorderly Conduct	1			1	1
Drug Violation					
Missing Property/Theft					
Other Violence – General					
Vandalism				1	
Weapons Possession	1				
TOTAL	2	3	1	3	2

Grade Level:

	6 TH	7 TH	8 TH
Alcohol Violation		1	
Assault Battery	4	3	2
Assault battery w/feet, fist, etc.	2		
Disorderly Conduct	4		1
Drug Violation			
Missing Property/Theft			
Other Violence – General			
Vandalism		2	
Weapons Possession			1
TOTAL	10	6	4

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

3. Graduation Rate

BPS Objective: 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.

Background: Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate characteristics of the population 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.

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

Results:

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

Attendance – Bernalillo Public Schools continues to work with Mission Graduate. We are aware that students who miss anywhere from 5-9 absences are at-risk, 10-19 Moderate risk and 19 and above or missing 20% or more school days, this is severe. We worked with Tribal Communities through-out the year and with Tribal Leadership to inform them of the importance of students coming to school every day and how it can affect them if they don't. Liaisons for tribal communities are a huge component of the success of our students. We understand that students will not be in school due to traditional activities and other things that may be happening in the community, we will work with families to ensure students are able to complete work they have missed and provide extra help they may need.

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

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

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

Student Demographics:

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

Economically Disadvantaged:

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

Conclusion: Our American Indian students continue to fall below Hispanic and Caucasian student at Bernalillo High School. We begin to increase the graduation rate and then we fall back again. This year was different; we had Liaisons from the tribal communities who worked closely with students in regard to grades, attendance and academics. I feel that due to the Liaisons and their constant attention to the students, that they made a huge impact on the students. As a district and a department, we need to continue to communicate with students and with parents and inform them of any changes, concerns, positive feedback on each student whether they are on track or not on track to graduate. The personal contact makes a difference in their lives and the students will work harder, want to come to school and do well in class because they know there are people who care about them and how they are doing.

Action Plan: The Indian Education Department is working on a strategic plan for our department and it will mirror the new District Strategic plan, but with added measures for our Native students. In mid-Fall we will be able to see the graduation rate for school year 2017-2018. At that time we will make any further changes to the program and work closely with the Liaisons to

Graduation was held on May 17th at the Santa Ana Star Center. We had (58) Native American students graduate that evening. Eight of the students were Native Scholars and received a sash for their hard work and accomplishments during their four years at Bernalillo High Schools. Of the seven students, two were in the top twelve. Six students received a certificate and a cord due to their hard work and grade point average.

On June 29, 2018, the district held their Summer Graduation Ceremony. Of the nine students who graduated that evening, eight were Native American. The students worked on academics at Bernalillo High School and at our summer site at San Felipe Elementary School in order to complete their credits for graduation.

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

Overall, we had sixty-six students' graduate this year from BHS. There were a total of ninety-five students who could have graduated. Twenty-nine did not. The graduation rate has fluctuated from 63% to our lowest the previous year of 51%. Many factors come into play when looking at the graduation rate. It is not only missing school and grades, but it also includes mobility of students within the district and moving in and out of the district. The state captures how long they were in our district, how long they were or are in another district and if they returned to Bernalillo Public Schools.

Thirty-nine students applied for scholarships and they were awarded \$604,811.20 in scholarships to attend the University of New Mexico, Central New Mexico, Eastern New Mexico University, Ft. Lewis College, KD Conservatory, University of Colorado-Denver, Northland College and New Mexico State University.

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

1. Academics
2. Discipline
3. Stopped coming
4. Transferred to Different District/School
5. Tribal role in the community
6. Taking Care of Siblings

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

4. Attendance

BPS Objective: Ensure that all students attend school every day and are on time to school. This will be accomplished by supporting school district initiatives by addressing a decrease in drop-out rates and an increase in attendance.

Background: The Compulsory School Attendance Rule (6.10.8.9 NMAC) does take into consideration of the sovereignty of every Native American student. A set of policies is established with each identified entity in support of the culture of the students. The district continues to provide programs and strategies to meet the needs of our at-risk students to address the challenges of our students, by helping them to stay in school.

Methods: The district works with Mission Graduate to review Chronic Absence data. We are currently able to see the data by ethnicity, gender and tribal affiliation. We can do a comparison between each of the indicators above. We also use STARS data that is certified on the 40th, 80th and 120th day. Students are considered habitually truant if they have a total of 10 or more full-day, unexcused absences within a school year.

Results: Our results continue to show that our Native American students consistently have lower attendance rates than the other ethnicities. We are starting to see a slight increase in attendance, but there is more training, education and meetings with all stakeholders in order to be able to see a change.

Conclusion: There are many reasons for our students dropping out and not attending school. They participate in traditional activities, they are sick, many of our students stay home to take care of ailing parents or grandparents, someone needs to watch their siblings, they work and didn't get up in time, these are just a few of the reasons that our students don't come to school or come late. How do we help students who continue to fall into these reasons and what can we do to help them overcome some of these. They have to participate in traditional activities, but we will ensure they have time to complete worked missed. We need to work on how we can relieve some of the burdens and that will start with communicating with students and parents.

Action Plan: The Indian Education program will continue to work with district school sites Tribal Education Departments and Parents to inform them of the importance of attendance, getting a good education and meeting the goal of graduation. The department will also analyze the data we received from communities during the community meetings and the SWOC that was developed. We can see the strengths, weaknesses, opportunities and the challenges and then work on program services.

Tribal Education Status Report Bernalillo Public Schools District Wide 2017-2018

District Data:

Chronic Absence in Bernalillo Public Schools (Districtwide Analysis for 2016-17)

Prepared by Deborah Good, Director of Data and Research, Mission Graduate

Figure 1. Chronic Absenteeism by School and Districtwide

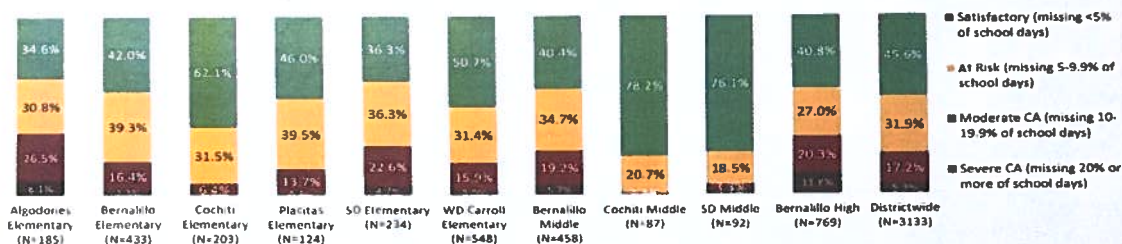


Figure 2. Chronic Absenteeism by Grade Level

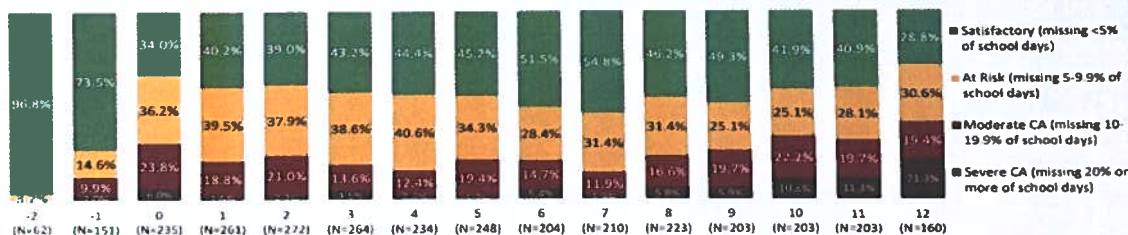


Figure 3. Chronic Absenteeism by Gender

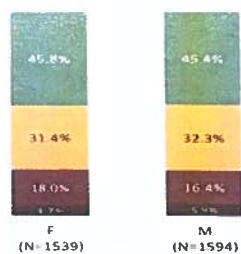


Figure 4. Chronic Absenteeism by Special Education Status

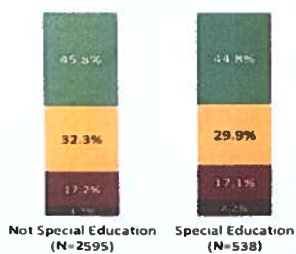


Figure 5. Chronic Absenteeism by ELL Status

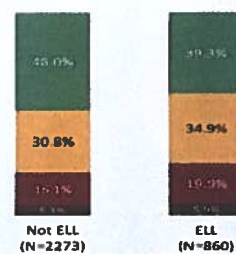
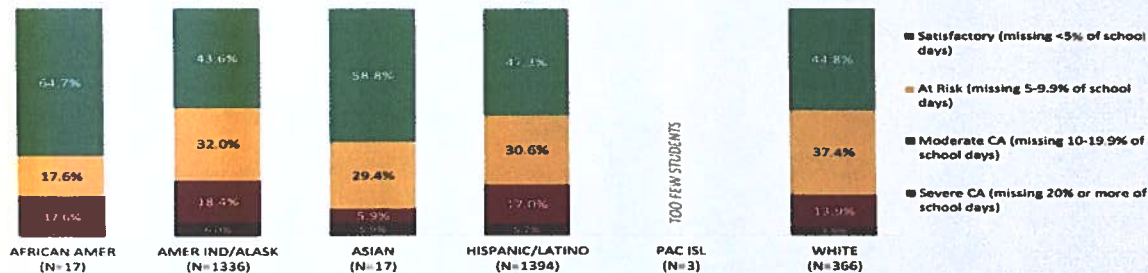
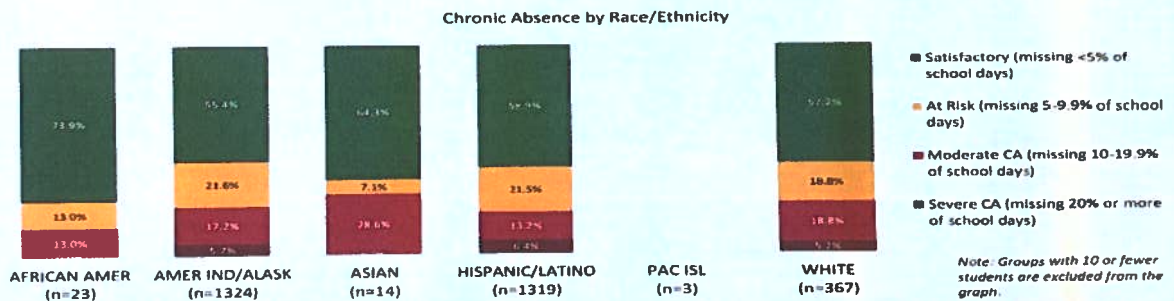
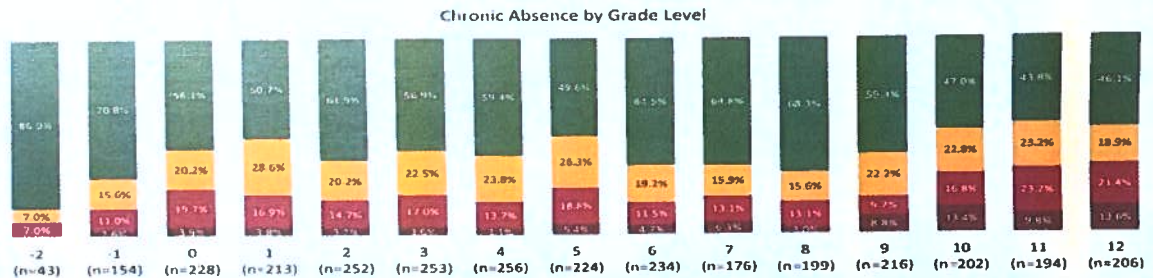
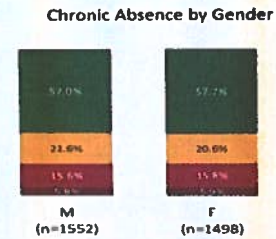
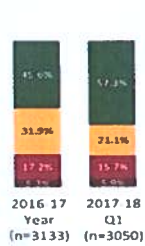
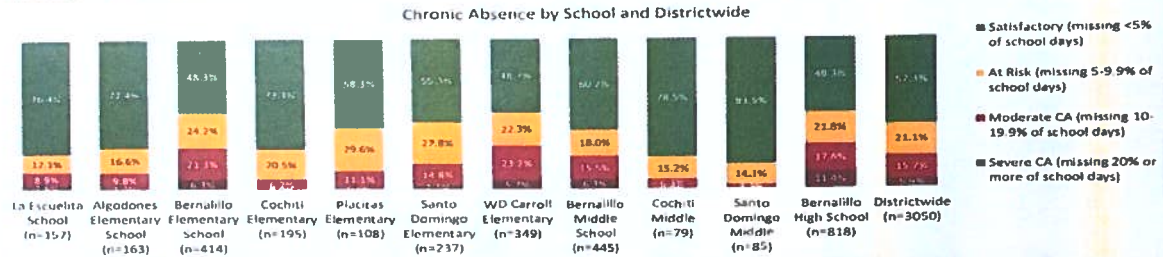


Figure 6. Chronic Absenteeism by Race/Ethnicity



Tribal Education Status Report Bernalillo Public Schools District Wide 2017-2018

Chronic Absence Report for
Bernalillo Public Schools (Districtwide)
Time Period: 2017-18 First Quarter

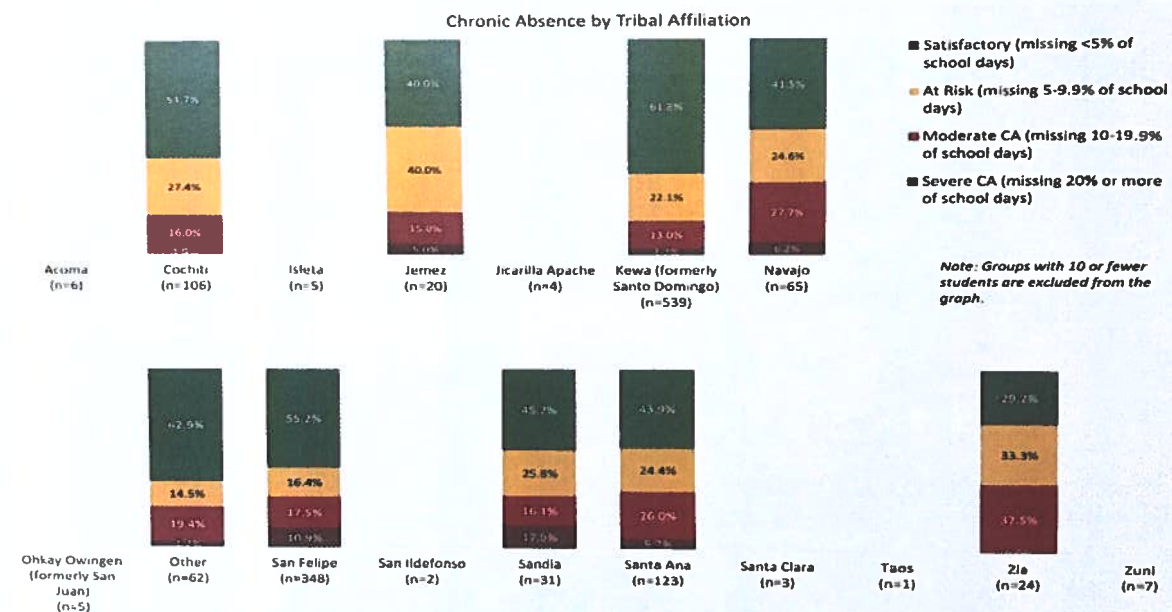
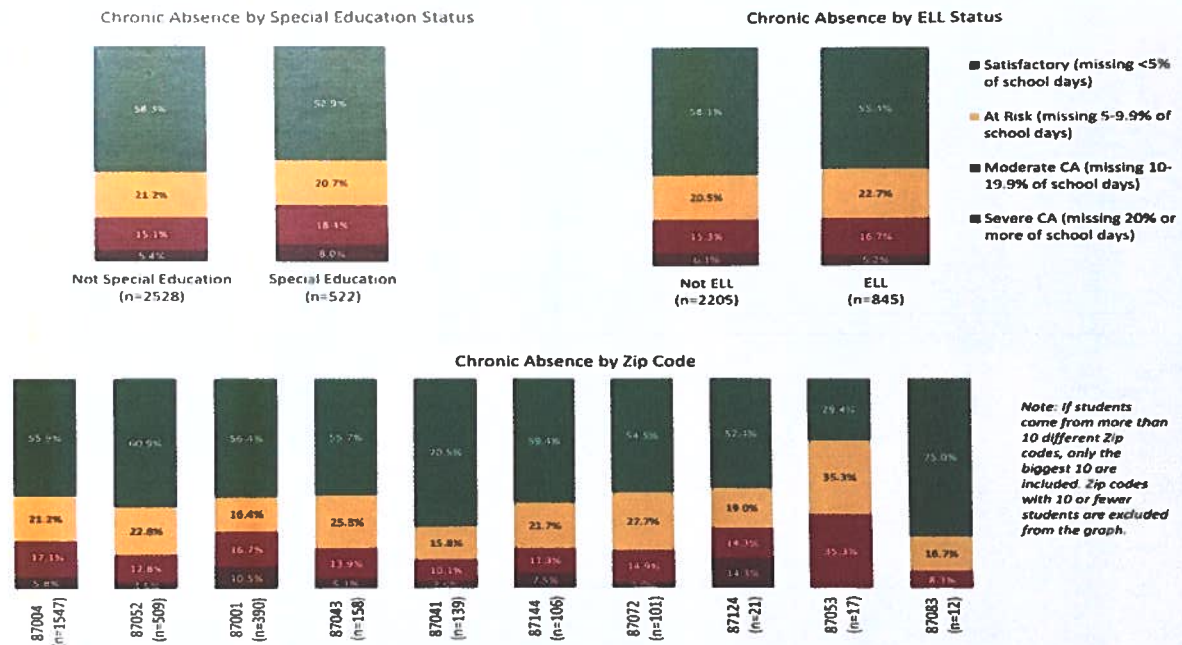


Tribal Education Status Report

Bernalillo Public Schools

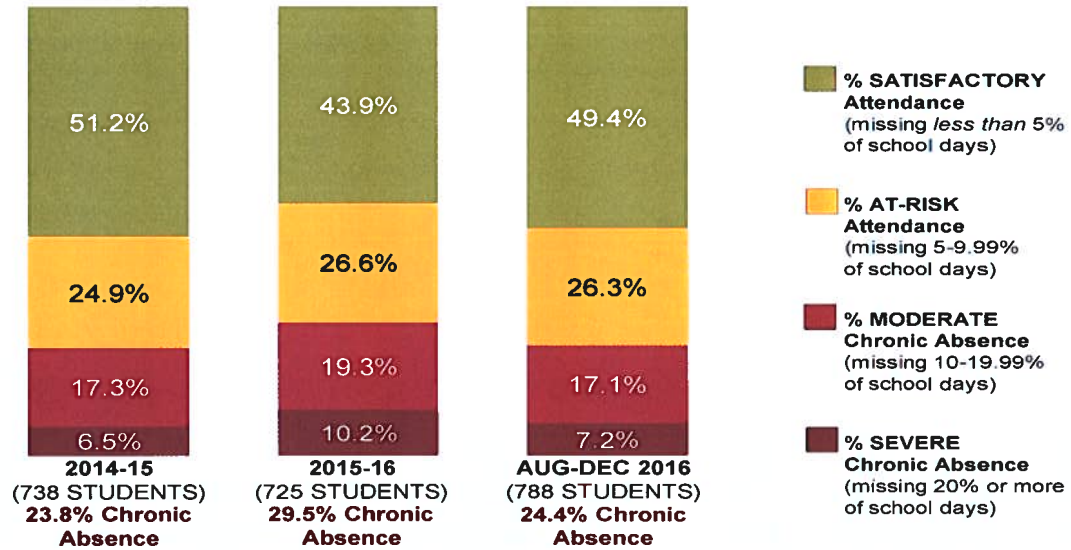
District Wide

2017-2018

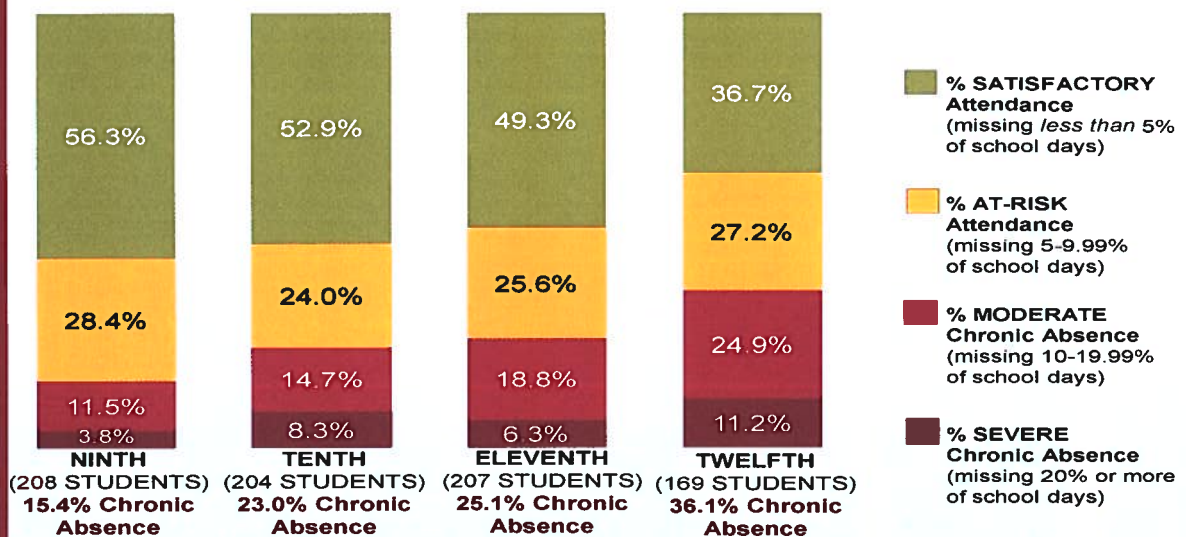


Tribal Education Status Report Bernalillo Public Schools District Wide 2017-2018

Comparison with PREVIOUS YEARS

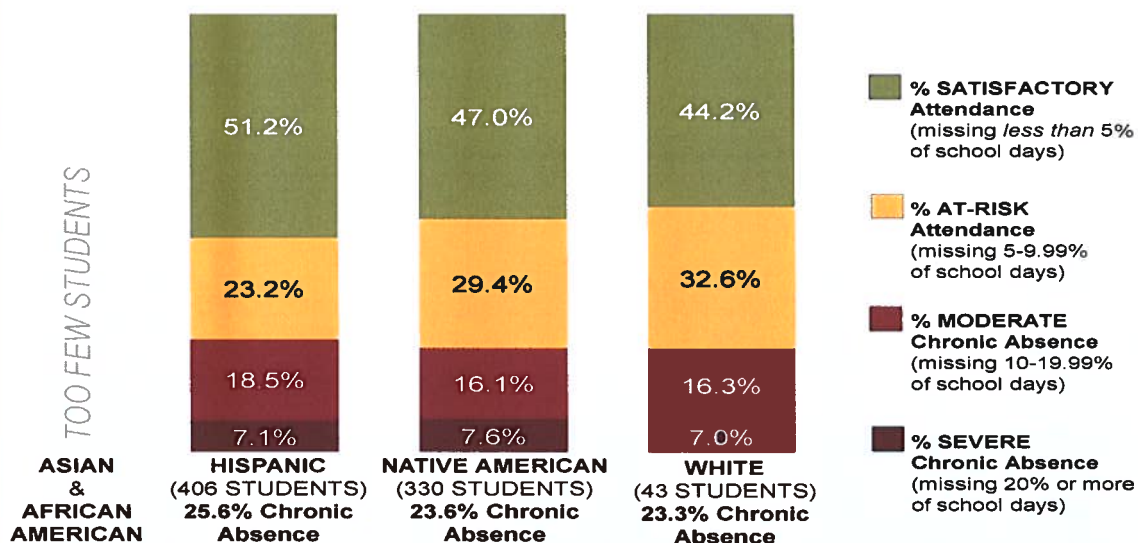


Comparison across GRADE LEVELS, Aug-Dec 2016



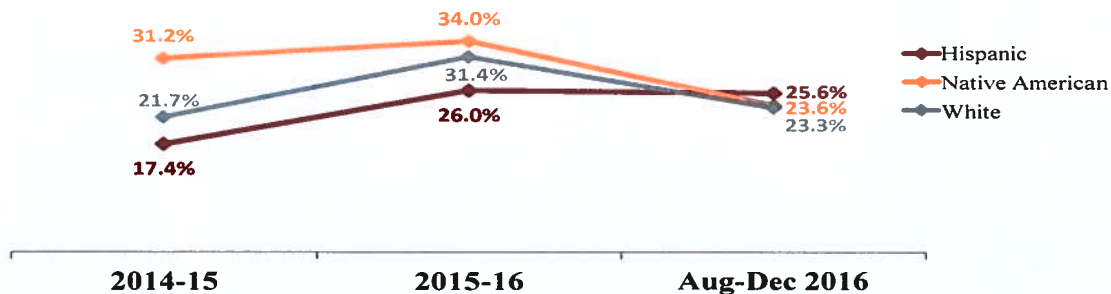
Tribal Education Status Report Bernalillo Public Schools District Wide 2017-2018

Comparison across RACE/ETHNICITY, Aug-Dec 2016



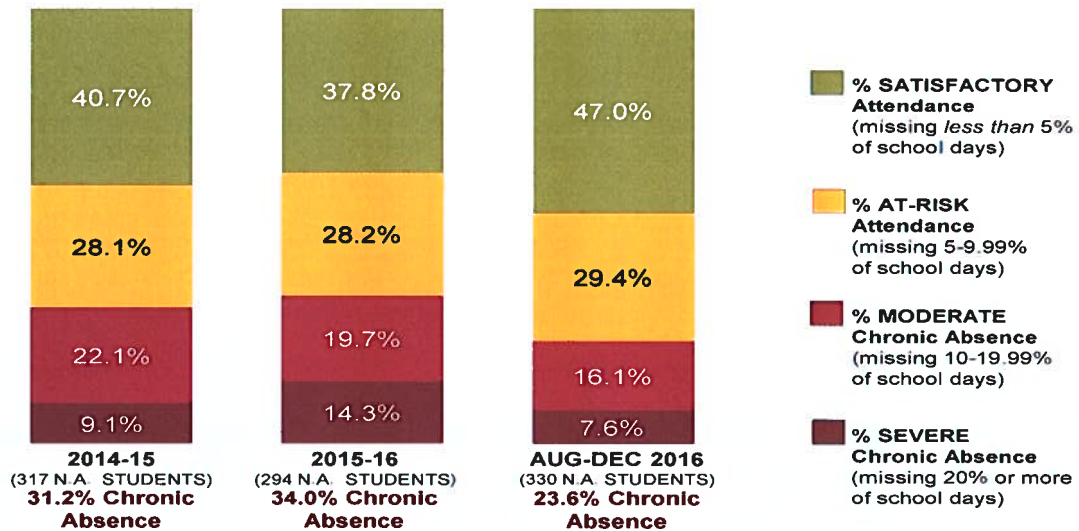
Comparison across RACE/ETHNICITY

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

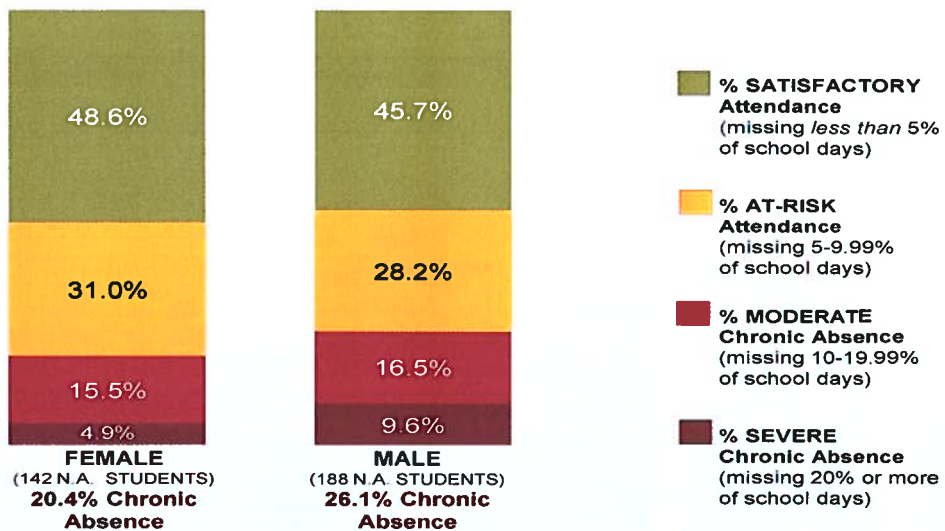


Tribal Education Status Report Bernalillo Public Schools District Wide 2017-2018

Native American Attendance has IMPROVED

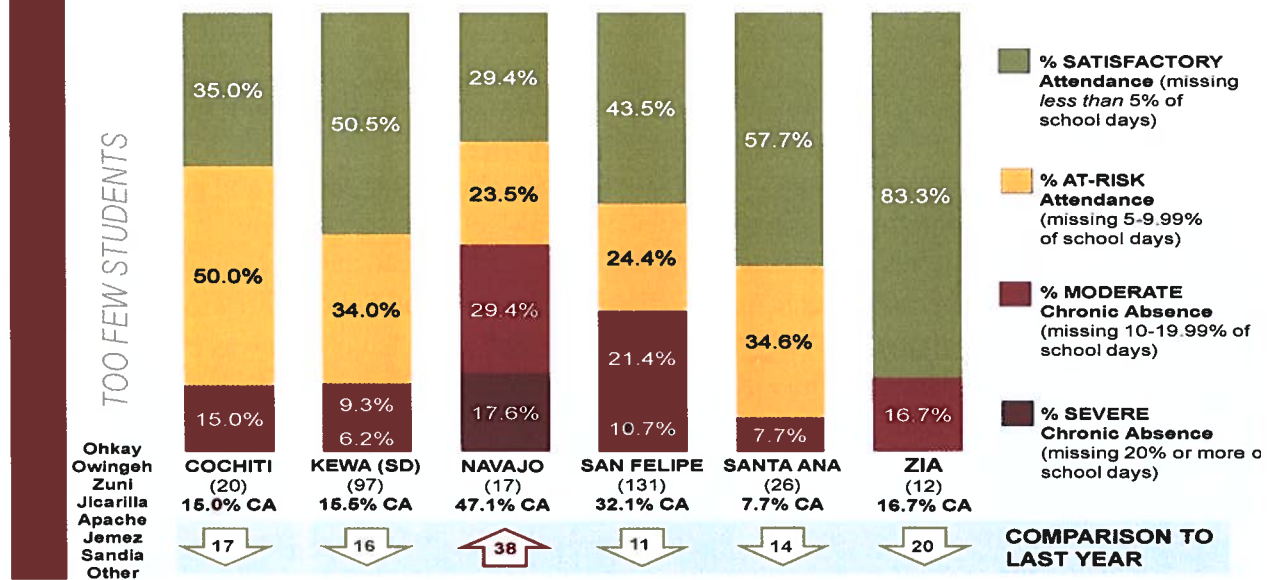


Native American Attendance by GENDER, Aug-Dec 2016



Tribal Education Status Report Bernalillo Public Schools District Wide 2017-2018

Native American Attendance by TRIBE, Aug-Dec 2016



**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2017-2018**

5) Parent and Community Involvement

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

1. Monthly Impact Aid meetings with school site Principals, staff, Tribal Education Directors, Tribal Officials and partners of the district.
2. Held community input meetings within various pueblos with parents and community members to gather input and recommendations. Meetings were held on
3. March 16th – Tribal Leaders meeting with (6) Six Tribal leaders/representatives, BPS Superintendent, Administrators, Directors and School Sites. A SWOC (Strengths, Weaknesses, Opportunities and Challenges) was completed.
April 7th – First Community meeting in Santo Domingo
May 7th – First Community meeting in San Felipe
May 21st – Second Community meeting in Santo Domingo
June 27th – Second Community meeting in San Felipe
4. The District adheres to the Indian Policies and Procedures, meeting with Tribes monthly and continues to review the IPP's regularly.
5. Tribal Leadership Meetings held on September 24, 2017 and March 16, 2018.

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

6) Educational Programs Targeting Tribal Students

BPS Objective: BPS will support the unique cultural and educational needs of American Indian students.

Background: The purpose of 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 LEA's, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as well 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.

Methods: There were two sections of the Indigenous Studies class at Bernalillo High School, this is the first we have provided a Native American curriculum for all students. A lot of time and effort has been put into the development and though the curriculum with lessons has been developed, review of the programs, the lessons and engagement of students continue to be evaluated. We held a Student Leadership Institute for middle and high school students, to learn about the economic development of their community and the surrounding communities. This will help them to maybe decide on a career that can benefit their Tribe and begin to see their futures. These are other programs that are available for students to participate in: during the summer there was a weeklong Summer Capstone Camp for students. Students designed their own video and presented to students and families in regard to a career they would like to go into or a topic that is of concern to them. Keres classes (K-12) for Cochiti, Santo Domingo and Santa Ana students, including the Bilingual Seal that can now be achieved by students, Counselor visits took place during the Fall semester,

Results: Our district provides Keres classes to students from the following Tribes: Cochiti, Santa Ana and Santo Domingo. The tribes see the importance of their children learning and sustaining their language. There are also programs such as tutoring and credit recovery that will help our students earn the credit hours they need for graduation and improve their math and reading skills. We have heard from San Felipe and Santo Domingo Tribal communities that they will each have a Keres class at the Bernalillo High School next school year.

Conclusion: Students were able to participate in various programs throughout the school year specifically programs that were created for Native American students.

Action Plan: The Indian Education Department will continue to provide programs for Native American students throughout the school year and summer. The programs will provide students with the skills to continue with school work, pass classes, earn their credits for graduation, and become college ready and be successful in their path to their future.

Our Department applied for a grant through the Office of Indian Affairs in Santa Fe. We were awarded \$34,733.00 for a Native American Leadership Institute. Two projects were the focal point for this grant. The first was the American Indian Youth Leadership Institute and the Summer Capstone Project held in the summer.

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

The American Indian Youth Leadership Institute “Exercising Sovereignty: Pueblo Economic Development in Action” was attended by 120 (Middle and High School) Native American youth throughout the district. The focus of the institute was geared toward learning how the next generation can help Pueblo communities with the creation of jobs and opportunities for funds to be made on Pueblo lands to insure self-sustaining communities. Several presenters from various business entities presented to the students and held interactive work sessions with them. For example a master planning session was held for the students. Each group created their own economic plan for their community.

Master Planning Session



The Summer Capstone represents the culmination of student’s education with our district. Completed under the direction of the student’s English teacher, the Capstone Project is intended to showcase the student’s strengths, skills and interests in a particular topic and should demonstrate the student’s ability to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding to a particular audience. Particularly it applies to real life situations and is an experience above and beyond the school’s curriculum. A successful Capstone Project is a graduation requirement, but more importantly, it is an opportunity to demonstrate their highest level of learning. Recently instituted, the Capstone Project had proved to be challenging for Native American students. Through a collaboration with the Indian Education Program, specific skill sets were identified to be the focus during the week-long session. These included: research, writing, Powerpoint and public speaking skills. Also this year video making was added and the students showcased their completed film at the end of the project. Students were provided with Mentors who were contracted to help them through the research process of topics, designing and editing their films and becoming comfortable with talking in front of an audience. There were presentations from a variety of careers, such as traditional medicine, Land, Keres Language, and Art/Music just to name a few.

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

Tutoring:

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

Credit Recovery:

Bernalillo High School provides credit recovery after-school and has two sessions in which students can attend. The credit recovery is taken on-line. There is no enrichment attached to the credit recovery. Priority is given to seniors and juniors. Students may work at home or within their community to continue working on Credit Recovery. Each student has a username and password to work on their courses.

Keres classes:

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

- Santa Ana (K-12th grade) – Carroll Elementary School, Bernalillo Elementary School, Bernalillo Middle School and Bernalillo High School
- Cochiti (K-12th grade) – Cochiti Elementary & Middle School and Bernalillo High School
- Santo Domingo (K-12th grade) – Santo Domingo Elementary & Middle School and Bernalillo High School (9th – 12th grade)

Counselor Visits:

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

- Cochiti, Santo Domingo, San Felipe, Santa Ana and Zuni

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

- Student Leadership Institute April 10-11, 2018 – Sheraton Hotel at Airport
- A video highlighting the Institute was developed
(Agenda attached in Appendix)

Senior Capstone Class:

- Classroom guidelines for Project
- Presentations

Summer Senior Capstone Project:

- Agenda
- List of Mentors and Presenters
- Student Presentation Topics

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

- Meetings held throughout the months of April – June, we met with the Program Coordinator, Mentors and some of the Program Presenters on June 8th to finalize and discuss the full week of the summer program, roles & responsibilities, review the agenda, strategies working with the students (research and development of their presentations).
- A video highlighting the Capstone was also developed

Bilingual Seal Meetings:

- Bilingual Seal information was provided to Tribal Leadership and their staff at both Tribal Leaders meetings held in September, 2017 and March, 2018.
- Information was also provided to Tribal Leadership during the individual tribal meetings held throughout the year.
- There were community meetings held and discussion and information was given on the process.

Government to Government Meetings:

- November, 2017 and April, 2018

Contractor and Facilitator Meetings:

- Meetings were held to work on the facilitation of the community meetings that were held in Santo Domingo and San Felipe.
- We also met in regard to the presentation that our District gave at the Pueblo Convocation.

**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2017-2018**

7) Financial Reports

BPS Objective: Through the use of public school funds, Title VIII (Impact Aid) and Title VII (Indian Education), we will ensure that students attending Bernalillo Public Schools are provided opportunities for educational success, that we will meet their educational needs and improve services of the Indian Education program and the district.

Background: The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960's and early 1970's. As a tool for better decision making. Prior to the creation of the current formula, school funding methods had created some dis-equalization among districts because of differences in local wealth. The goal of the new formula, is to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. The formula is designed to distribute Operational funds to school districts objectively and in a non-categorical manner. Dollars received by the district are not earmarked for specific programs. Within the statutory and regulatory guidelines, school districts have the option to spend their dollars according to local priorities.

Methods: Please see budgets below in regard to funds generated by American Indian students to include: 25147 (Impact Aid) and 25184 (Title VII- Indian Education)

Results: Financial reports and information are reported below to show the funds that are generated by American Indian students. The funds provide for professional development for teachers, General Supplies & Materials for classrooms, Software for Credit Recovery, Student Travel (Transportation) for field trips, University/College visits, conferences, , etc.

Conclusion: Bernalillo Public Schools continues to monitor expenditures and align funds to the needs of our students, with consultation from Tribal Leadership, Tribal Education Departments and Tribal Communities.

Action Plan: Continue to review expenditures with our Stakeholders in order to provide the opportunities and an education that will produce successful students in our district.

Tribal Education Status Report Bernalillo Public Schools District Wide 2017-2018

DISTRICT FINANCIAL REPORTING – Funds Generated by American Indian Students

Impact Aid - Report for 2017-2018

		Budget			
1000	Salaries	433,303.00	2100	Salaries	48,657.00
	Benefits	181,163.23		Benefits	<u>19,664.01</u>
	Professional Develop	8,000.00			\$68,321.01
	Other Charges	5,000.00			
	Student Travel	131,024.39	2300	Salaries	85,693.00
	Employee Travel Teachers	1,200.00		Benefits	28,057.36
	Contract Services	45,027.00		Prof. Devel.	6,550.63
	Software	59,795.63		General Sup.	<u>7,949.37</u>
	General Supplies	42,144.98			\$128,250.36
	Supply Assets	<u>5,500.00</u>			
		\$913,158.23			
2400	Professional Development	160.98	2500	Salaries	11,027.00
				Benefits	<u>3,183.00</u>
					\$14,210.00
TOTAL: \$1,123,939.60					

Indian Education – Report for 2016-2017

		Budget			
1000	Salaries	33,632.03	2100	Salaries	29,674.71
	Benefits	17,648.11		Benefits	<u>12,305.10</u>
	General Supplies	<u>47,097.61</u>			\$41,979.81
		\$98,377.75			
2300	General Sup	33,616.44	2500	Salaries	28,325.00
		<u>11,769.00</u>		Benefits	9,536.00
		\$45,385.44		Professional Dev	<u>1,722.00</u>
					\$39,583.00
TOTAL: \$225,326.00					

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

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

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

Background: Districts that claim federally recognized American Indian students residing on Indian Lands for the Title VII Impact Aid application shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries verifying that the New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VII Impact Aid funding requirements. The Impact Office in Washington DC did change the Policy from eight (8) to six (6) objectives.

Methods: The Bernalillo Public Schools Indian Policies and Procedures consist of the following six (6) objectives:

1. The LEA will 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
2. The Bernalillo Public Schools will provide an opportunity for the tribe(s) and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities.
3. The Bernalillo Public School District will annually assess the extent in which Indian children participate on an equal basis with non-Indian children in the district's education program and activities.
4. The Bernalillo Public School District will modify the IPP's in necessary, based upon the results of any assessment or input described in this document.
5. The Bernalillo Public School District will 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 IPP's by the LEA.
6. The Bernalillo Public School District will provide a copy of the IPP's annually to the affected tribe or tribes.

The current copy of the Indian Policies and Procedures for Bernalillo Public Schools is attached at the end of the report.

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

Results:

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

Conclusion: Bernalillo Public Schools currently has Indian Policies & Procedures signed by the seven Governors whose tribal communities are within our district boundary. The district has throughout the year consulted with the (7) Tribal Communities. We have discussed the IPP's during Impact Aid meetings, at Communities meetings and individual Governor's meetings. As a district, we do as that everyone review the policies and then make any recommendations for changes, additions or deletions. Recommendations were taken and placed into the IPP. The IPP's are then placed on the School Board agenda in the month of November, the latest in December. Once approved, the district will then meet with Tribal Leadership to have them sign the IPP's. Once the IPP has been signed, we will uploaded into the G5 system and submit with the Impact Aid application which is usually due at the end of January. A copy of the packet is then emailed to the NM Public Education Department Impact Aid Department.

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

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

Action Plan: Continued consultations with Tribal Governments. Recommendations for review and discussion, final preparations will be made for changes to the IPP. We will also review throughout the year at Impact Aid meetings with Tribal Education Directors, School Site Principals and staff.

Results Continued: Compliance with IPP's.

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Compliant		X	X	X	X	X	X
Non-Compliant	X						

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

9) School district Initiatives

BPS Objective: The objective is to ensure that Bernalillo Public Schools provide our Stakeholders with initiatives that will support and decrease the number of student dropouts of our American Indian students.

Background: New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles that are keeping students from staying in school. We are challenged at times in obtaining resources to help our students. The district continues to collaborate and engage the Tribes for input in regard to academics and cultural awareness and hope that the recommendations have a positive effect on the development of instructional practices that will help reduce the dropout rate and increase student success.

Methods: Dropout rates are calculated for 7th -12th grades. A student will be considered a dropout if they were enrolled anytime during the previous year, is not enrolled at the beginning of the current school year, and does not meet certain exclusionary conditions. So, this means that students dropping out during the regular school term in year one, who is not enrolled in school on October 1 of year two, are considered year one dropouts.

Results: The Indian Education Program currently has in Draft form a Strategic Plan. We are in the process of making some changes and will look to our Tribal Education Directors to help in the process:

Conclusion: When you look at reasons that students dropout, you see the following reasons reported: 1) student did not re-enroll, 2) had an invalid transfer, 3) intends to take GED. This does not take into consideration the emotional, social, health and economic that can affect dropout rates. Poverty is very prevalent in our communities. Students and family need adequate health care and nutrition. Students may not have access to either one of these factors. This would in turn cause the student to be absent more often. Many of our students stay home to take care of their siblings if there is no one to watch them. Other reasons: discipline, drugs and alcohol, transferring to another school, just stopped coming, age, Tribal role in the community, , pregnant, and moved out of district. There are so many other underlying factors that need to be taken into consideration. Sometimes it is not always black and white.

Action Plan: Bernalillo Public Schools encourages our schools, school site administration, and staff to continue to support our American Indian students to stay in school and engage them in their class, using the curriculum and becoming an important part of the school environment. We will also continue to collaborate with Tribal communities and implementing academic and cultural awareness.

**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2017-2018**

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

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

10) Public school use of variable school calendars.

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

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

**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2017-2018**

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

All Souls Day

Pueblo of Cochiti Feast Day

Pueblo of Jemez Feast Day

Pueblo of Santa Ana Feast Day

Pueblo of Santo Domingo Feast Day

Pueblo of Zia Feast Day

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

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

BPS Objective: “District Consultations ensure that Bernalillo Public Schools is collaborating and providing an understanding with Tribal communities in regard to educational programs and to develop ways to improve the educational process and opportunities for American Indian students.

Background: Bernalillo Public Schools within the Title VII-Impact Aid program and application, claim federally recognized American Indian students. As a district we develop Indian Policies and procedures in consultation with Tribal officials, parents and Tribal communities.

Methods: As outlined in our Indian Policies and Procedures, we will hold our Impact Aid meetings on the second Wednesday of the month, unless the meeting has to change due to other activities within the district. We hold two Tribal Leadership meetings; one in September and the other in March. At the beginning of the school year (August-September) and at the start of the new year (January-February), we will meet individually with Governor’s to discuss our program. Our program will also host Tribal Community meetings to inform the community about the district and our program and to hear any recommendations, issues or concerns from them in regard to our program.

Results: Please see items below to the number of meetings that have been held and the dates of each meeting.

Conclusion: The district has worked hard the last three years in order to strengthen the partnership with our Tribal Communities. As a district, we have had to look at ourselves and see what concerns we have about our programs, see what is working and how we can move forward to ensure our students are provided the best education and that there is equity in all processes. Continue consultation/communication with staff, parents, students, Tribal Education Director’s and Tribal Officials have improved the consultations and the relationships.

Action Plan: The goal of the Indian Education Program is to continue to work closely with our Tribal Communities and district staff. Inform all stakeholders about any changes that will take place the district, have honest and franc conversations, listen, share data and continue to strengthen the relationships between school, parents and tribal communities,

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

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

We have had a difficult time holding our VI Indian Education Committee meetings. We have asked that the Governors appoint and provide us with names of parents that they would like to have sit on the committee. The Title VI program currently has two parents on the committee and we are having a difficult time finding parents. This program is dependent on the committee. They may be in an advisory role, but they need to sign off on the parent committee form in order to re-apply for Title VI funding. They also review grades, testing results, attendance and make recommendations for program services.

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

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

Impact Aid Meeting Dates:

August 16, 2017	December 14, 2017	April 16, 2018
September 19, 2017	January 17, 2018	May 9, 2018
October 11, 2017	February 13, 2018	
November 1, 2017	March 14, 2018	

Title VII Meeting Dates:

May 26, 2018 (Public Hearing held at District Office)

Tribal Leaders Meetings:

September 24, 2017 and April 16, 2018

Public Hearings/Community Meetings at Tribal Communities:

1. March 16th – Tribal Leaders meeting with (6) Six Tribal leaders/representatives, BPS Superintendent, Administrators, Directors and School Sites. A SWOC (Strengths, Weaknesses, Opportunities and Challenges) was completed.

April 7th – First Community meeting in Santo Domingo

May 7th – First Community meeting in San Felipe

May 21st – Second Community meeting in Santo Domingo

**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2017-2018**

June 27th – Second Community meeting in San Felipe

Government to Government Meetings:

November, 2017 and April 30 – May 1, 2018

**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2017-2018**

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

The research and development of a Native American curriculum became a reality for the 2017-2018 School Year. The district had spent many hours working with Leola Tsinnajinnie in developing the curriculum. The curriculum is in the beginning stages, lessons have been developed, textbooks were purchased and there were (2) Indigenous Studies classes. It is a very exciting time for the district. Diane Williams taught the class and Lorilei Chavez was also in the classroom as part of her internship for the University of New Mexico.

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

**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2017-2018**

Appendix:

- A. Recommendations from Tribal Leaders, Tribal Education Directors to Superintendent Cowan and the Bernalillo Public Schools Board of Education
- B. Summer Capstone Project Camp
Agenda, Flier, Application
- C. Student Leadership Institute.
Agenda
- D. Indian Policies & Procedures
- E. Indigenous Studies Class
Lesson Plans, Goals, Objectives
- F. Indian Policies and Procedures – Dated: 2017

Tribal Education Status Report Bernalillo Public Schools District Wide 2017-2018

Recommendations Submitted To:

Bernalillo Public Schools
Board of Education
Superintendent Keith Cowan

Recommendations As Submitted On October 10 to Administration By:

Pueblo Governors
Tribal Education Directors
Impact Aid Education Committee

Authority and Compliance:

Pursuant to requirements of federal and state laws, including Title VII of the Elementary and Secondary Education Act of 1965, New Mexico Indian Education Act, NMSA 1978, 22-23A-1, et. seq., and regulations promulgated pursuant to these acts, including C. F. R. 222.94(a)(1).

As articulated in the Indian Policies and Procedures adopted by the Board of Education, these recommendations by mutual consent provides guidance in establishing a mutually beneficial relationship between the District and the 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 Indian children.

History and Process:

By mutual and formal consent of the Board of Education and the Pueblo Governors, authority was provided to the Superintendent and the Administration and to the Tribal Education Directors to enlist the support of the Leadership Institute to convene a retreat of principal stakeholders. The Leadership Institute is Co-Directed by former Bernalillo Board of Education member and former Governor of Cochiti Pueblo, Regis Pecos.

The Leadership Institute in collaboration with the Director of Indian Education, Jeanette Garcia and Impact Coordinator Curtis Chavez and the Tribal Education Directors planned and designed the Retreat entitled, "Fulfilling the Promise of Education." The Retreat was convened on May 22, 23 and 24th, 2016 at Buffalo Thunder. The Retreat was attended by members of the Board of Education, Superintendent and Executive Team, Pueblo Governors, Tribal Education Directors, teachers, parents and students.

Intent and Purpose:

The intent was to collectively review the history of education of Native American students. The scope examined the strengths and weaknesses of programs both within the school and tribal communities. Both the school and tribes presented their vision, their expectations and identified the ingredients leading to

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

success and the barriers impeding upon the success of Native American students. A special panel of students was convened to share their vision, their reflections, their expectations, their challenges and shared personal reflections as to the cause of the high rates of under achievement and the lack of success. They provided their recommendations.

A subsequent special convening of students was facilitated by the Leadership Institute held in May of 2017. Their recommendations aligned with the areas identified at the retreat the previous year.

Legal and Legislative Initiatives in Support of Recommendations

Yazzie vs. State of New Mexico

In the most recent conclusion of Yazzie/Martinez vs. State of New Mexico, the Bernalillo Public School District's Board of Education is on record represented by the New Mexico School Boards Association in support of the plaintiffs. The Superintendent is on record and is represented by the New Mexico Superintendents Association in support of Yazzie/Martinez vs. State of New Mexico. The Pueblo Governors were also on record in support of this case.

In this case, the plaintiffs argue that education is a basic fundamental right and that the State of New Mexico is failing to meet its constitutional obligation to adequately fund the identified areas of unmet needs. Many of the findings and conclusions drawn from this mutually agreed upon assessment of unmet needs within the Bernalillo Public School District was drawn out in the testimony by expert witnesses on behalf of the plaintiffs. The recommendations contained in this document in compliance with established federal and state laws and policies therefore are in line with the legal arguments and expectations defined as a necessary response to these longstanding issues contributing to the state of education that can no longer be tolerated. Judge Sarah Singleton will decide on the matter this December on the merits of the case.

Legislation

House Bill 484, introduced and sponsored by Representative Lente a former student and a member of Sandia Pueblo and a participant in the Board and Pueblo Governors' Retreat tailored his legislation after the Bernalillo example upon which these recommendations are based. His legislative initiative is tailored after this established process passed both the House and the Senate with near unanimous vote as an exemplary process in need of institutionalization by law. Unfortunately, the legislation was vetoed by the Governor Martinez. It is the Representative Lente's intent to expand the framework of the legislation to be reintroduced in 2019.

Findings and Recommendations:

In the document entitled, "Fulfilling the Promise of Education," the report delineates findings in the following areas defined in detail in subsequent reports as to the strengths and weaknesses, the absence of critical elements defining desired outcomes in these areas:

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

- Vision, Policy Articulation, Governance Framework, Budget/Resource Allocation
- Academic Success and Failures
- Factors Impeding upon Academic Performance
- Native Teacher and Administrative Capacity
- High Teacher Turnover
- Need for Staff Development
- Relevant Curriculum
- Comprehensive Native Language Program Development
- Curriculum and Materials Development
- Infrastructure and Facilities
- College Readiness
- Alternative Programs
- Support Services

PRIORITIES:

Identification of focus areas, identification of unmet needs and recommended areas of immediate focus:

- Articulating a vision aligned with the school district and the tribal communities
- Articulation of policies and principles to strengthen school board and district administration relationships with tribal governments and tribal education departments
- Strengthening the governance framework to maximize the utilization of all resources available at the district and tribal levels for shared support and shared accountability

Recommendation:

1. Allocate 10,000.00 to contract for professional services (at a rate of 75.00 an hour, maximum of 20 hours monthly, 6-9 months) to assist the Executive Team and Tribal Education Directors to facilitate process and articulate a vision statement, develop policy framework, and governance framework, develop protocols, MOUs, MOAs guiding responsive and shared responsibilities across the spectrum to support students, parents, school/tribal partnerships, school/tribal/higher education institutions among other priorities.
2. Allocation of 10,000.00 to contract for professional services (50.00 an hour, maximum of 20 hours monthly, 6-9 months) to assist the Executive team and TEDs in the development of agreements with school district, tribal governments, and higher education institutions for program development, curriculum development, program development and agreements to guide behavioral health programs, social welfare issues, alternative programs among other priorities.
3. Allocate 5,000.00 to contract for professional services (25.00 an hour, maximum 20 hours monthly, 6-9 months) to assist in the development of instructional materials and development initiatives, research of resources to enhance education opportunities.
4. Allocation of 10,00.00 to contract for services with University of New Mexico for one identified faculty member to assist in the development of Native American Studies curriculum, materials development, teaching and training of staff to implement program fall 2017.

Status: Project complete, implemented Fall 2017

TOTAL BUDGET REQUEST: 25,000.00

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

Recommendations to Superintendent Tapia

Memo: November 4, 2016

Status: Awaiting authorization and approval

Recommendations for Defined Priorities:

1. Community Based Education and Mentorship Program to compliment Native American Studies Curriculum

- Implementation of Summer Policy Academy
- Capstone Program

Status: Project complete implemented summer of 2017, Fall of 2017

2. Comprehensive Language Program Development

- Strengthen tribal input, accountability in use of bilingual funds generated
- Develop and establish explicit language and provisions in the use of resources for Native American language programs
- Develop and establish explicit language and provisions for staff training and development for Native language teachers, recruitment, certification, salary schedule adjustments
- Develop and establish explicit language for resource allocation for curriculum and materials development
- Develop and establish explicit language for tribal control in the development of evaluation instruments/models that are culturally relevant and appropriate as determined by each participating Pueblo.
- Develop and establish explicit language for tribal control in the development of student assessment tools/models that are culturally appropriate as determined by each participating Pueblo.

Status: Part of current revisions at State level but must be aligned with

BPS vision, policy, governance framework

3. Behavioral health challenges, restorative justice initiatives

- Truancy
- Drop outs
- Discipline
- Social welfare
- Restorative justice strategies
-

BUDGET REQUEST: 15,000.00

4. Alternative Program development initiatives

Tribal Education Status Report

Bernalillo Public Schools

District Wide

2017-2018

- Development of community profiles for career and employment pathways
- Preliminary framework design with San Felipe Pueblo, School of Public Administration, Center for Policy and Education Research, CNM and Work Force Development.
- Preliminary discussions with School of Medicine in the development of a partnership for health professional pathways

BUDGET REQUEST: 10,000.00

5. College Readiness

- Resource allocation to contract for professional services with College Horizons to develop tailored college readiness curriculum prototype for implementation at the tribal level aligned with school district programming to include; career exploration, identifying schools that match student aspirations, familiarity with academic preparation, college application process, financial literacy, evaluation of financial needs, and identification of scholarship and financial support.

BUDGET REQUEST: 30,000.00

6. COMMUNITY ENGAGEMENT

- Based on documented accounts by the Bernalillo Public Schools and the Public Education Department regarding low academic performance and under achievement of students K-8 for 2015, 2016, 2017 that follows a long pattern of glaring proportions, it is recommended that resources be allocated to engage the Santo Domingo Pueblo community and the school in developing a comprehensive strategic blueprint to respond to a crisis situation.

BUDGET REQUEST: 15,000.00

- Based on the well documented accounts on record by the Bernalillo Public Schools and the Public Education Department and the Bureau of Indian Education regarding the low education achievement and the underperformance of students from San Felipe Pueblo, it is recommended that resources be allocated to engage the community, the BIE school, and the Bernalillo Public schools to develop a comprehensive strategic response to address the issues contributing to the long history of well documented under achievement and under performance and associated factors contributing to the education challenges.

BUDGET REQUEST: 15,000.00

TOTAL REQUEST: 120,000.00

ADDITIONAL REQUEST ON RESERVE: 100,000.00

This will be used to support new initiatives developed (Summer Policy Academy, Capstone Program) and initiatives as they are developed to respond to the special needs at Santo Domingo, San Felipe and Cochiti for program implementation in 2018.

**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2017-2018**



**Bernalillo Public Schools, Indian Education Department
Summer Capstone Project Camp**

June 11-15, 2018

Camp Itinerary

June 11, 2018, 9:00- 4:00 @ Amerind Risk

- 9:00-10:00 Breakfast, Welcome**
- 10:00-10:30 Supporting Technology Transfer and Catalyzing Economic
Development at the University of New Mexico (STC UNM)
Presentation**
- 10:30-11:00 CNM Presentation, Jackie Walker**
- 11:00-11:30 Sandoval Small Business Development Center, Harsh Hariyani**
- 11:30-12:00 UNM American Indian Student Services, Daniel Begay**
- 12:00-1:30 Lunch, Panda Express**
- 1:30-3:00 Work in groups to map out strategy for the week, overview of
senior capstone, outline of week-long project, work with mentors**
- 3:00-4:00 Wrap up and depart**

June 12, 2018, 9:00-3:00 in Albuquerque

- 8:30 Meet bus at BHS, depart for Albuquerque Downtown/Old Town**

**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2017-2018**

9:00-12:00 Mentors lead groups to filming locations around Old Town

12:00-1:00 Lunch, Rudy's @ Tiguex Park

1:00 Mentors lead groups to filming locations around Old Town

June 13, 2018, 9:00-3:00 in Albuquerque

8:30 Meet bus at BHS, depart for Albuquerque UNM/Nob Hill

9:00-12:00 Mentors lead groups to filming locations around UNM/Nob Hill

12:00-1:00 Lunch, Dominoes @ UNM Duck Pond

1:00-3:00 Mentors lead groups to filming location around UNM/Nob Hill

June 14, 2018, 9:00-3:00 @ BHS Computer Lab

All day, lunch break 12:00-12:30, Subway @ BHS Cafeteria

12:30-1:30 Confidence and Leadership presentation by Native All-Star Block
Party

June 15, 2018, 9:00-3:00 @ BHS Computer Lab

All day, lunch break 12:00-1:00, La Casita Food Truck @ BHS Cafeteria

1:00-3:00 Presentations in BHS Black Box

**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2017-2018**



Summer Capstone Camp

June 11-15, 2018

Application DUE BEFORE LAST DAY OF SCHOOL IN MAY, 2018

(Black or Blue ink ONLY. Print legibly!)

Name: _____

What grade will you be in next school year? _____ Cumulative GPA: _____

Address: _____
(Street)

(City) (State) (Zip)

Phone (Home) (____) ____ - ____ (Cell) (____) ____ - ____

Email Address: _____

Tribal Affiliation: _____

Please respond to the following question in the space provided below:

“What are your potential research interests?” Please list at least THREE topics that are interesting to you that you could research during the camp.

**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2017-2018**

If accepted, will you be available for the ENTIRE duration (June 11-15)? Yes _____ No _____

Do you have any special medicine and/or food allergies? No _____ Yes _____

*If yes, please explain what type of allergies:

T-Shirt Size: _____

Bus stop location (for example- SD New Housing, San Felip 4-way, etc.):

Are you “on-track” to graduate? No _____ Yes _____

Do you anticipate having to attend summer school this year? No _____ Yes _____

Printed Name

Signature

Date

**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2017-2018**

**Bernalillo Public Schools, Indian Education Department
American Indian Youth Leadership Institute
“Exercising Sovereignty: Pueblo Economic Development in Action”**

April 10 & 11, 2018
Sheraton Albuquerque Airport Hotel
2910 Yale Blvd. S.E., Albuquerque, NM 87106
Institute Itinerary

April 10

- 9:00-9:15 Breakfast/ Welcome: Keith Cowan, Superintendent of Bernalillo Public Schools**
- 9:15-9:30 Overview**
- 9:30-10:00 Keynote Address: Jerry Smith, Laguna Development Corporation**
- 10:00-10:45 Guest Speaker: Nathan Garcia, Tamaya Enterprise Board**
- 10:45-11:00 Break/ Ice Breaker: Lorelei Chavez**
- 11:00-11:45 Guest Speaker: Mike Kloeppel, Town of Bernalillo Community and Economic Development**
- 11:45-12:30 Lunch (Distribute Capstone Camp Packet (June 11-15))**
- 12:30-1:15 Guest Speaker: Tunte Vigil, Pueblo of Tesuque Development Corporation**

April 11

- 9:00-9:30 Breakfast**
- 9:30-9:45 Break/ “Rezonomics” Overview: Lorelei Chavez**
- 9:45-10:30 Guest Speaker: Kai-t Blue-Sky, Pueblo de Cochiti Natural Resources and Conservation**
- 10:30-10:45 Break/ “Rezonomics” Funds Distribution: Lorelei Chavez**
- 10:45-11:30 Guest speaker: Stephine Poston, Poston & Associates**
- 11:30-12:15 Lunch/ “Rezonomics” Budget Calculations**
- 12:15-1:00 Closing Speaker: Joanie Romero, Corn Pollen Consulting**

**Tribal Education Status Report
Bernalillo Public Schools
District Wide
2017-2018**
