



Bernalillo Public Schools
Tribal Education Status Report
(TESR)

SY 2018-2019

Bernalillo Public Schools - Tribal Education Status Report

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Kassandra Lente	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

Bernalillo Public Schools - Tribal Education Status Report

CONTENTS

Introduction	4-7
Detailed Report	
❖ New Mexico Student Achievement	8
❖ School Safety	9-10
❖ Graduation Rate	11-13
❖ Attendance	14-19
❖ Parent and Community Involvement	20
❖ Educational Programs Targeting Tribal Students	21-25
❖ Financial Reports	26-27
❖ Current Status of Federal Indian Education Policies and Procedures	28-29
❖ School District Initiatives	30-36
❖ Public School Use of Variable Calendars	37-38
❖ School District Consultations	39-47
❖ Indigenous Research, Evaluation Materials and Curricula for Tribal Students	48
Conclusion - Appendix	49-71

Bernalillo Public Schools - Tribal Education Status Report

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 2018-19 school year for Native American students within Bernalillo Public Schools.

PROFILE OF BPS INDIAN EDUCATION DEPARTMENT

During School Year 2018-2019, Bernalillo Public Schools included the following”

- 10 School Sites
 - ❖ 6 Elementary Schools – (5) K-5 and (1) K-4
 - ❖ 3 Middle Schools (6-8)
 - ❖ 1 High School (9-12)
 - ❖ 1 Pre-School (3yr & 4yr olds)
- Surrounding Tribal Communities:
 - ❖ Sandia Pueblo
 - ❖ Jemez Pueblo
 - ❖ Zia Pueblo
 - ❖ San Felipe Pueblo
 - ❖ Santa Ana Pueblo
 - ❖ Santo Domingo Pueblo
 - ❖ Cochiti Pueblo

Bernalillo Public Schools - Tribal Education Status Report

Indian Education Act

A. The Indian education division in collaboration with the education division of the federal bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.

B. A school district with tribal lands located within its boundaries shall provide a district-wide tribal education status report to all New Mexico tribes represented within the school district boundaries.

C. The status report shall be written in a brief format and shall include the following information, through which public school performance is measured and reported to the tribes and disseminated at the semiannual government-to-government meetings held pursuant to Section 22-23A-5 NMSA 1978.

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

Bernalillo Public Schools - Tribal Education Status Report



BPS Board Goals

Goal 1: Focusing on the implementation of the BPS strategic plan

The Board will request from the superintendent and receive quarterly updates on the progress of the Bernalillo Public Schools Strategic Plan updating process.

Goal 2: Continuing Board professional development

The Board will conduct quarterly training retreats at which the Board will assess progress made on these goals and develop enhanced relationships between and among members.

Goal 3: Reviewing and revising the BPS Board policy manual

The Policy Review Committee will recommend to the Board appropriate changes, modifications, and or deletions of policies currently in effect on a monthly basis.

Goal 4 Evaluating the Superintendent

The Board will work with the Superintendent in accord with Board policy to schedule the Superintendent evaluation cycle and enter the key dates in the calendar.

Goal 5: Evaluation of the BPS Board Goals

These goals once adopted by the Board will be reviewed at the first meeting in January and again at the first meeting in June to determine progress and continuing relevance.

Bernalillo Public Schools - Tribal Education Status Report

School	Alg.	BES	CES	PES	SDES	WDC	BMS	CMS	SDMS	BHS	Total
Acoma	1	0	0	0	2	0	3	0	0	0	4
Cochiti	0	2	64	0	0	0	1	16	0	20	109
Isleta	0	2	0	0	0	1	0	0	0	0	4
Jemez	3	3	0	0	1	1	3	1	1	4	19
Jicarilla	0	1	0	0	2	0	0	0	0	0	4
Laguna	1	1	2	0	2	0	0	0	2	1	0
Navajo	1	16	0	3	2	8	9	1	2	13	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	129	34	1	1	2	5	78	1	1	111	353
San Ildefonso	0	0	1	0	0	0	0	0	0	0	2
Ohkay Owingeh	1	0	2	0	0	0	0	1	1	1	4
Sandia	0	8	0	0	0	6	8	0	0	7	29
Santa Ana	2	22	1	0	0	30	28	0	0	30	117
Santa Clara	0	2	1	0	0	0	0	0	0	0	3
SD – Kewa	9	13	80	1	242	3	13	19	76	105	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	1	0	1	0	4	0	0	10	22
Zuni	2	0	0	0	0	0	3	0	0	1	6
Other	0	8	0	1	1	1	5	1	0	12	49
Total NA	150	112	153	6	255	55	153	39	83	313	1319
Total School	170	387	201	129	257	325	426	64	84	762	2805

End of Year – June 30, 2019

Total Native American Students = 1319

NA = 47%

Total District Enrollment = 2805

Bernalillo Public Schools - Tribal Education Status Report

1. School Achievement

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.
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.
Methods: During the 2018-2019 School Year, students were tested in grades K-2 using the Istation Assessment, the PARCC test was 3-11 th grade and all ELL students were given the ACCESS test.
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: <ul style="list-style-type: none">a. State/District/School number of students and results of performance levelsb. Gender – number of students by male/female and performance levelsc. Ethnicity/Race – number of students and performance levelsd. Economic Disadvantaged – number of students and performance levelse. Students with Disabilities – number of students and performance levelsf. English Language Learner – number of students and performance levelsg. Migrant – number of students and performance levels
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 and academics are not acceptable and not where we want them to be. As a department and as a district we want to see the support of parents/student/family. Everyone needs to be on the same page in order to see success in our students. Each of our students is capable of doing well in the classroom, coming to school, and being provided with many supports to help them move forward as well as having the district support of their traditional activities.
Action Plan: <ul style="list-style-type: none">1. Increase the graduation rate of our Native American students within three years.2. Increase student attendance rate at each school site over the next three years.3. Students will demonstrate academic growth in literacy, math and science (K-12) 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

Bernalillo Public Schools - Tribal Education Status Report

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: <ul style="list-style-type: none">✓ 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: <p>Behavioral incidence data is collected by each school site in the district and recorded in PowerSchool. The data is reviewed and then sent through STARS to PED. The district reviews the data and looks at where we are heavy on incidences. Then interventions and a plan is developed to help provide services to students.</p>
Results: Our school sites are in compliance with their safety plans. Each school site has a safety committee who reviews the plan yearly or as often as needed for the PED. Drills are implemented through-out the school year, such as Fire drills. A Safe Schools report is submitted as well as having policies in place. A review of the infractions by grade level, type of infraction and other indicators will help our department work with the schools sites to ensure our students understand the rules and to see what other programs we need to implement. <p>Policies have been written on Bullying and Cyberbullying, Child Abuse and Neglect, Blood Borne Pathogens, Civil Rights, Harassment, American with Disabilities Act, Confidentiality, and Suicide Prevention.</p> <p>BPS purchased the Raptor system to help with any threats to the school, teachers and students. Each school site also has a new system to enter school sites. You must provide a state ID or an ID where you can see your name and birthdate. The system then looks at the Sex Offender data base. It does not look at DWI's. DUI's or other items, it only looks those who are registered sex offenders. A few other ways we are looking at the safety of our children.</p>
Conclusion: All school sites within the Bernalillo Public Schools, do meet the criteria for the NMPED. BPS along with the Indian Education Department 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. We work and coordinate services with counselors, mental health counselors, and partnering with Tribal Community Mental Health Counselors and Advocates.

Bernalillo Public Schools - Tribal Education Status Report

Infractions:

	Algodones	Bernalillo ES	Bernalillo HS	Bernalillo MS	Cochiti ES/MS	Carroll ES
In-School Suspension	0	19	3	0	0	0
Out of School Suspension	0	22	21	9	0	2
			1			
TOTAL	0	41	24	9	0	2

	Algodones ES	Bernalillo ES	Carroll ES	Cochiti ES	
Alcohol Violation	0	0	0		
Criminal Violation			1	1	
Language		19	3		
Minor Behavior	4				
Major Behavior	12				
Drug Violation			1		
Hitting, Fighting, Punching		56	3		
TOTAL	16	75	8	1	

Bernalillo Public Schools - Tribal Education Status Report

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 is 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 their 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.

Bernalillo Public Schools - Tribal Education Status Report

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, Illuminate an, Istation (K-2), and EOC's.

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 with 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 students at Bernalillo High School. We begin to increase the graduation rate and then we fall back again. This year was different; our Liaisons and the new Student Success Coordinators were able to provide more support to students and parents. The support was more personalized. Liaisons from the tribal communities 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, 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 has a finalized strategic plan. With added measures for our Native students, we will provide services that will enhance student support, interventions and after-school services. In mid-Fall we will be able to see the graduation rate for school year 2018-2019. At that time we will make any further changes to the program and work closely with the Liaisons to modify job duties if needed and continue to support our students and parents.

Graduation was held on May 16th at the Santa Ana Star Center. We had (54) Native American students graduate that evening. Four of the students were Native Scholars and received a sash for their hard work and accomplishments during their four years at Bernalillo High School. Of the four students, one student was in the top ten. Three students received a cord due to their hard work and grade point average.

On June 28, 2019, the district held their Summer Graduation Ceremony. Of the twenty-two students who graduated that evening, twelve were Native American. The students worked on academics at Bernalillo High School and at our summer school site at San Felipe Elementary School in order to complete their credits for graduation.

Overall, we had seventy-six students' graduate this year from BHS. The graduation rate has fluctuated from 63% to our lowest the previous year of 49%. For this school year (18-19) our graduation rate was 53%. 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

Bernalillo Public Schools - Tribal Education Status Report

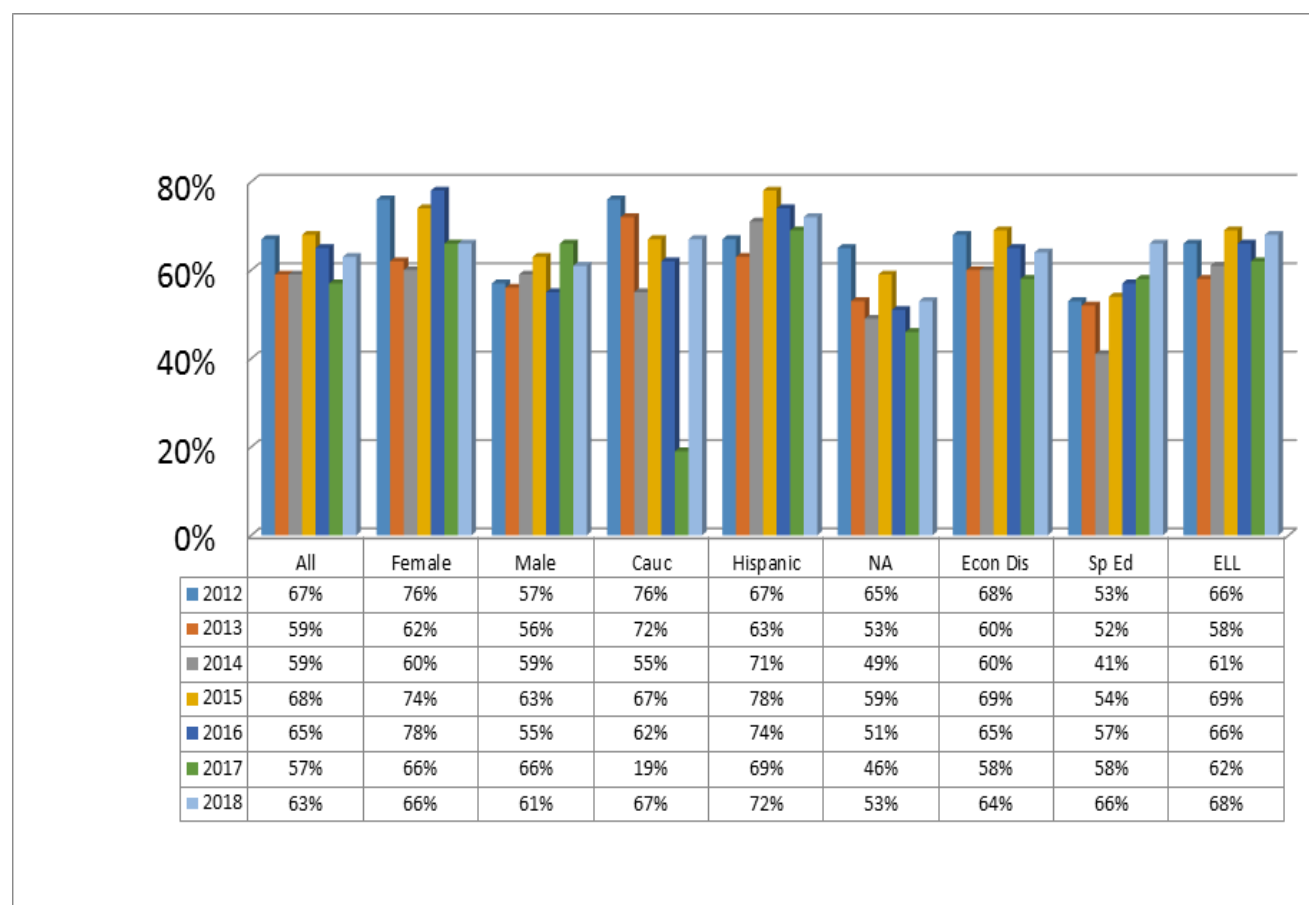
and moving in and out of the district. The state captures how long they were in our district, how long they were or are in another district and if they returned to Bernalillo Public Schools.

Forty students applied for scholarships and they will be attending the following: University of New Mexico, Central New Mexico, Eastern New Mexico University, Ft. Lewis College, 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

BHS Seven Year Graduation Rate



Bernalillo Public Schools - Tribal Education Status Report

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 40 th , 80 th and 120 th day. Students are considered habitually truant if they have a total of 10 or more full-day, unexcused absences within a school year. Our Liaisons keep track of the attendance and will work with students to provide
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 circumstances 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 work missed. We need to work on how we can relieve some of the burdens that will start with communicating with students and parents.
Action Plan: The Indian Education Department 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. Some of the absences are due to Tribal Activities. The Department also will provide professional development and discuss why students participate in the Tribal activities, the importance that they participate in their communities, how we can support them and to provide the student time to pick up the work they missed and be given so many days to complete and hand in the work.

Bernalillo Public Schools works closely with Mission Graduate. All School sites have an Attendance Team, one of the only districts in the state. Each school site has an Attendance Plan and the information provided is work that has been researched and is provided by Mission Graduate.

Bernalillo Public Schools - Tribal Education Status Report

Suspensions:

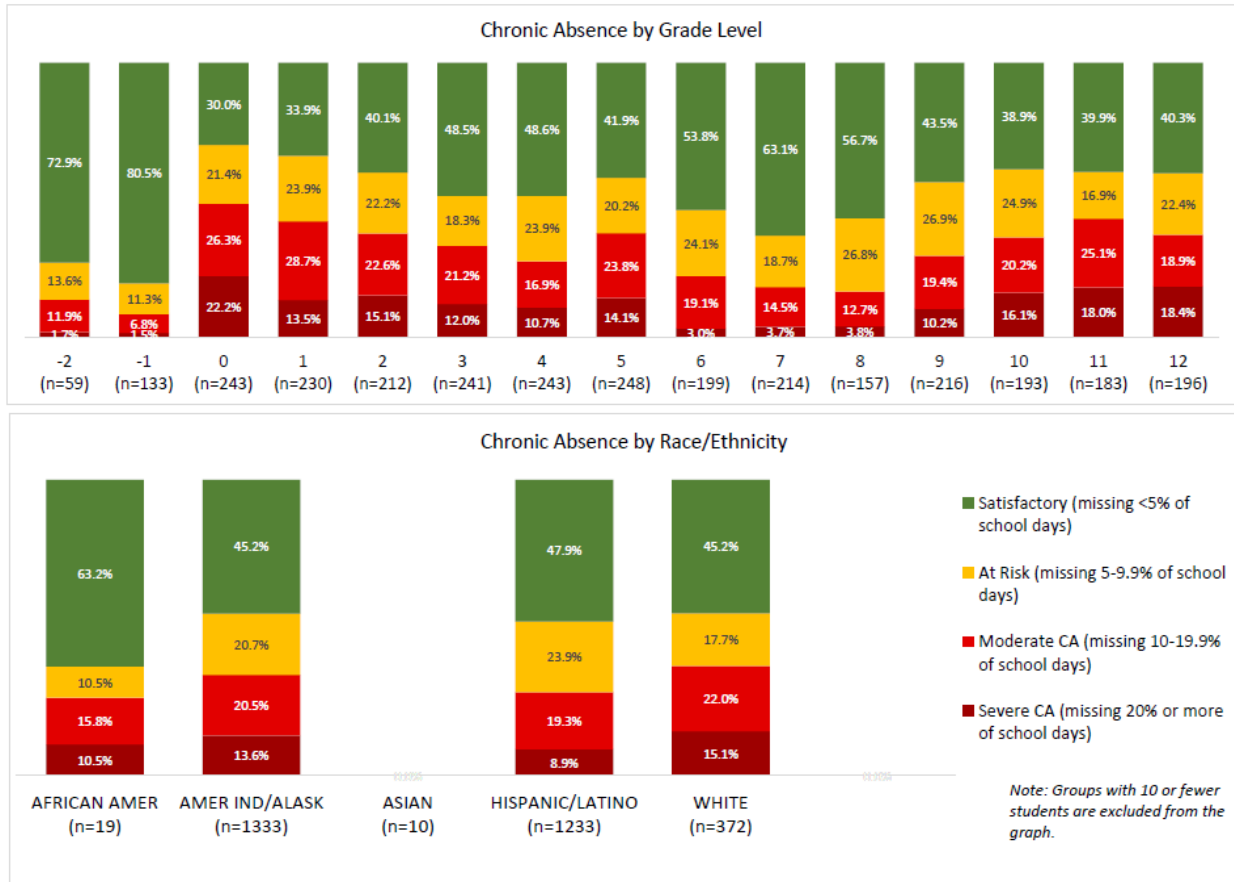
	Algodones	Bernalillo ES	Bernalillo HS	Bernalillo MS	Cochiti ES/MS	Carroll ES
In-School Suspension	0	19	3	0	0	0
Out of School Suspension	0	22	21	9	0	2
			1			
TOTAL	0	41	24	9	0	2

Absences:

	Algodones	Bernalillo ES	Bernalillo HS	Bernalillo MS	Cochiti ES/MS	Carroll ES
Unexcused Absences	17	124	529	19	4	221
Excused Absences	8	170	121	8	17	212
Illness	2	6	130	0	10	32
TOTAL	27	300	780	27	31	465

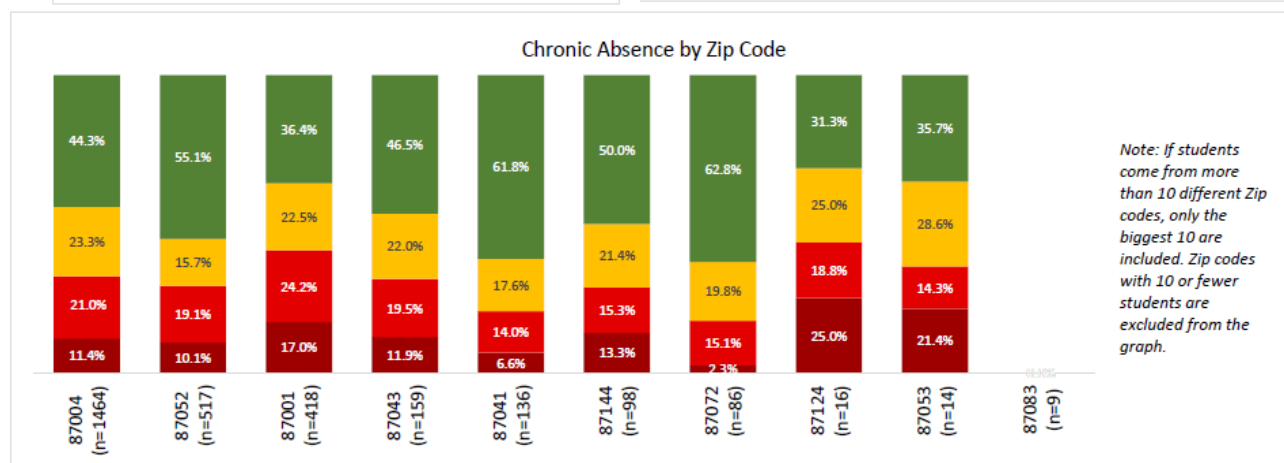
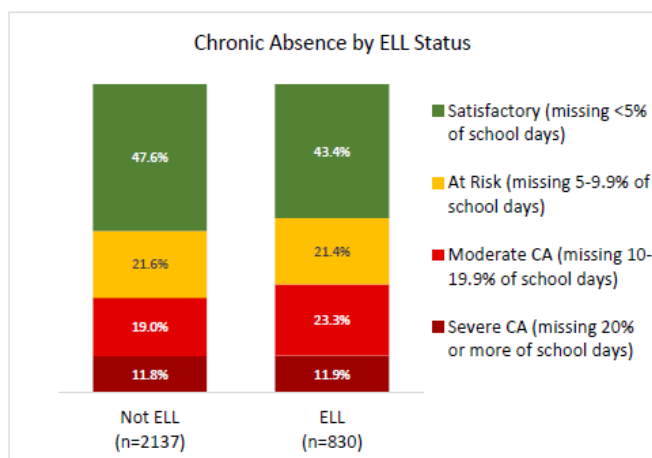
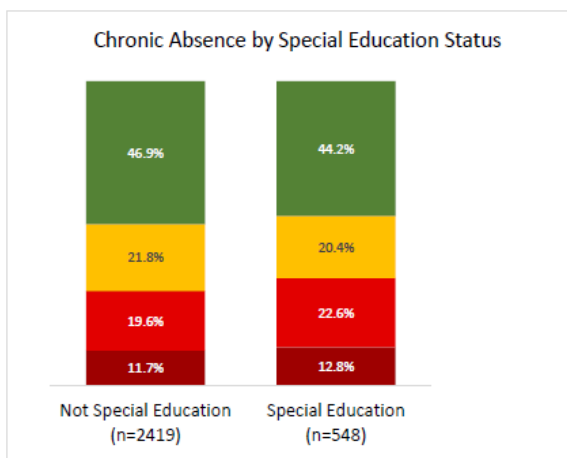
Bernalillo Public Schools - Tribal Education Status Report

Chronic Absence by Grade Level:



Bernalillo Public Schools - Tribal Education Status Report

Chronic Absence by Special Education & ELL Status:



Bernalillo Public Schools - Tribal Education Status Report

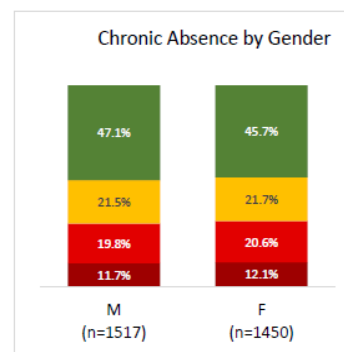
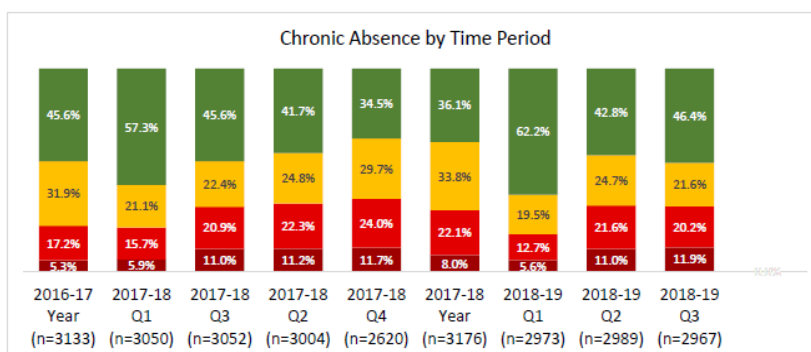
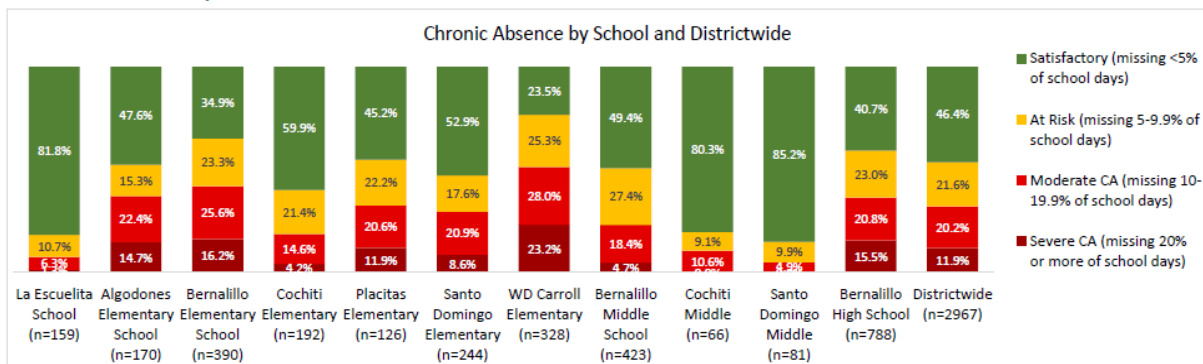
Chronic Absence by Tribal Affiliation:



Bernalillo Public Schools - Tribal Education Status Report

Chronic Absence by School and Districtwide:

Chronic Absence Report for:
Bernalillo Public Schools (Districtwide)
 Time Period: 2018-19 Third Quarter



Bernalillo Public Schools - Tribal Education Status Report

5) Parent and Community Involvement

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

1. Community Engagement Meeting Update with San Felipe Pueblo
2. MOU Update with San Felipe Behavioral Health
3. Santo Domingo PTSO Meeting Presentation – update on Impact Aid, Title VI, Budget Update and questions in regard to the Indian Education Department. Meeting was held at the Santo Domingo Pueblo Library
4. Collaboration Meeting with Santa Ana Pueblo – Tribal Leadership, Tribal Education Department, Keres Language staff and Department with BPS Superintendent, Deputy Superintendent, Indian Education Department and other Departments.
5. San Felipe Meeting with the Tribal Leadership, the AWARE Program, Tribal Education Department, BPS Staff and Principal of Algodones Elementary School to discuss ways to work with families and students in regard to infractions, suspensions and attendance.

Bernalillo Public Schools - Tribal Education Status Report

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 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 currently have the following Keres classes: Cochiti, Santa Ana, Santo Domingo.
Conclusion: Students were able to participate in various programs throughout the school year specifically programs that were created for Native American students. We had over 150 students participate in these initiatives.
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.

The American Indian Youth Leadership Institute "Exercising Sovereignty: Pueblo Economic Development in Action" was attended by 100 (Middle and High School) Native American youth throughout the district. The focus of the institute was geared toward learning how the next

Bernalillo Public Schools - Tribal Education Status Report

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.

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.

School Site Presentations by the Indian Education Department:

The Indian Education Department was tasked with providing a School Site Presentation in regard to our program, services we provide and an update of what we have accomplished and what we are currently working on. The goal of the presentations was to provide staff the opportunity to ask questions about the department, but more importantly to provide needed Cultural Awareness about our students, families and communities. To provide them with Do's and Don'ts in the classroom. **Agenda is attached to the Appendix.**

Santo Domingo ES/MS	February 11 th
Bernalillo High School	February 13 th
Cochiti ES/MS	February 21 st
Bernalillo MS	March 20 th
Placitas ES	March 25 th
Carroll ES	April 9 th
Algodones ES	April 11 th

Bernalillo Public Schools has also has begun TLC (Teaching, Learning and Collaboration) meetings. This consists of all Principals, Administrators and District Leadership staff. The meetings are based on the District Strategic Plan and the Four Focus Areas that were developed, from the Community meetings held in Tribal Communities and the District Advisory Committee meetings.

Bernalillo Public Schools - Tribal Education Status Report

The Four Focus Areas are:

Focus Area One: Student Learning

Focus Area Two: Cultural Connections/Communication

Focus Area Three: Innovative Leadership

Focus Area Four: Students/Staff Well Being

The Indian Education Department has been tasked with working on Focus Area Two. Some of the Action Steps include the following;

- BPS will meet with communities and Pueblos on a quarterly basis to receive feedback and provide updates on the Strategic Plan and recommendations taken from the 2016 Leadership Institute Plan
- BPS will implement the Indian Policies and Procedures (IPP) and meet yearly to address concerns and ideas
- BPS will be responsive to cultural holidays as they pertain to the attendance policy.
- BPS will seek and implement innovative programs which bring families/communities into the schools.
- BPS will provide parent and family support through trainings, workshops and informational meetings to support their children through the education process.
- BPS will continue to host meetings and events within the surrounding communities.
- BPS will seek opportunities for students to showcase cultural traditions within the schools inclusive of community support for specific presentations

Our committee: Jeanette D. Garcia, Indian Education Coordinator, Curtis Chavez, Impact Aid Coordinator/Tribal Liaison, Derrick White, Student Success Project Director, Lorenzo Barraza, Technology Director, Lisa Espinosa, Assistant Principal, Bernalillo High School, Julie Bryant, Principal, Algodones Elementary. Students participate at each of the meetings and provide needed input in regard to the items above. We are looking at all cultures and how we can provide programs to meet student needs, but to also provide information and awareness staff.

Meetings were held on the following dates: September 25th, October 2nd, November 20th, January 29th, and February 12th.

Bernalillo Public Schools - Tribal Education Status Report

Tutoring:

Each of our school sites provides tutoring for all students, especially those who are not on track to graduate, not meeting standards in the classroom, continue to get D's and F's. Our department also provides 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:

- Student Leadership Institute April 4-5, 2019 – Indian Pueblo Cultural Center (120 participants, including BPS staff and Presenters)
- A video highlighting the Institute was developed
(Agenda attached in Appendix)
- A writer was contracted to provide a written report of the 2-day conference
(Conference Report is attached to the TESR)

Senior Capstone Class:

- Classroom guidelines for Project
- Presentations

Summer Senior Capstone Project:

- Agenda
- List of Mentors and Presenters
- Student Presentation Topics (20 Participants in the Capstone Project)

Bernalillo Public Schools - Tribal Education Status Report

- 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
- A written report is provided

Bilingual Seal Meetings:

- Bilingual Seal information was provided to Tribal Leadership and their staff at both Tribal Leaders meetings held in September, 2018 and March, 2019.
- 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.
- Individual meetings have been held with Tribal Language Departments/Committees

Bilingual Seals Awarded to Students:

During School Year 2018-2019, Eleven (11) Bilingual Seals were awarded to students. Seven awarded to Santa Ana Students and Four awarded to Santo Domingo students. This is an increase from the (5) we had last school year. Each meeting that we have with Tribal Leadership and Tribal Departments of Education we discuss the Bilingual Seal with them. As a Tribe, they are to develop their own criteria for proficiency and once students have gone through the process, to let us know who met the Seal requirements. We hope that other Tribes will want to have a program and develop criteria for their own Seal.

Government to Government Meetings:

- November, 2018 and April, 2019

Contractor and Facilitator Meetings:

- Final reports were provided on the community engagement meetings that were held in Santo Domingo and San Felipe.

Bernalillo Public Schools - Tribal Education Status Report

7) Financial Reports

BPS Objective: Through the use of public school funds, Title VII (Impact Aid) and Title VI (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 (Title VII - Impact Aid) and 25184 (Title VI- 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.

Bernalillo Public Schools - Tribal Education Status Report

DISTRICT FINANCIAL REPORTING – Funds Generated by American Indian Students

Impact Aid - Report for 2018-2019

BUDGET

Salaries	648,502.00
Benefits	294,171.00
Professional Develop	39,154.00
Other Charges	12,000.00
Student Travel	128,000.00
Employee Travel Teachers	5,000.00
Contract Services	66,500.00
Software	50,000.00
General Supplies	121,347.00
Supply Assets	<u>24,000.00</u>
Board Travel	7,120.00
Indirect Cost	<u>77,266.00</u>
	\$1,473,150.00

TOTAL: \$1,473,150.00

Indian Education – Report for 2018-2019

		Budget			
1000	Salaries	37,486.00	2100	Salaries	81,150.00
	Benefits	15,060.00		Benefits	<u>15,350.00</u>
	Employee Travel	1,429.00			96,500.00
	General Supplies	<u>15,500.00</u>			
		\$69,475.00			
2300	Indirect Cost	<u>15,304.00</u>	2500	Salaries	36,563.00
		15,304.00		Benefits	18,000.00
				Professional Dev	1,424.00
				General Supplies	<u>1,000.00</u>
					\$56,987.00

TOTAL: \$238,266.00

Bernalillo Public Schools - Tribal Education Status Report

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.

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.

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

Bernalillo Public Schools - Tribal Education Status Report

IPP's during Impact Aid meetings, at Communities meetings and individual Governor's meetings. As a district, we do ask 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. Once approved, the district will meet with Tribal Leadership, review the IPP's and then have them sign. Once the IPP has been signed, we will upload 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	2018-2019
Compliant		X	X	X	X	X	X	X
Non-Compliant	X							

Bernalillo Public Schools - Tribal Education Status Report

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 students, increase the graduation rate, and increase attendance.
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 increase student success.
Methods: Dropout rates are calculated for 7 th -12 th 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. The graduation rate is calculated in regard to mobility of students and
Results: The Indian Education Program currently has completed its Strategic Plan. We are in the process of printing the document that will be provided to Principals, Staff, Directors/Coordinators, Parents and Students.
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. 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.

We are still working with the Recommendations that were developed in collaboration with Tribal Leadership and Tribal Education Departments. We have provided an update to each recommendation.

Bernalillo Public Schools - Tribal Education Status Report

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 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.

Bernalillo Public Schools - Tribal Education Status Report

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:

- 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

Bernalillo Public Schools - Tribal Education Status Report

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

Recommendations to Superintendent Tapia

Memo: November 4, 2016

Status: Awaiting authorization and approval – approval to move forward on the Recommendations was given by Superintendent Cowan and the BPS School Board in 2018. The priorities below will provide an update on each of the priorities, if they are completed, if work is beginning and how we will continue to work on a few them.

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 – Capstone Program has continued each summer. With the help of the NM Indian Affairs Department, we have been able to continue to have the Summer Capstone. This past summer we had 20 students, grade 5th – 12th participate in the week long camp. They had presenters, each student has a mentor that they worked with and they were able to either develop their video or a PowerPoint on their career choice or an issue or

Bernalillo Public Schools - Tribal Education Status Report

something that is dear to their heart they wanted to work on in regard to their own community. The full report is provided in the appendix of the TESR report.

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. BPS now has a starting salary for KERES teachers of \$25,000. We continue to work closely with Tribal Language Departments to ensure the needs of the teachers and the students.

3. Behavioral health challenges, restorative justice initiatives

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

BUDGET REQUEST: 15,000.00 – currently working on the initiatives.

4. Alternative Program development initiatives

- 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 – this initiative will be part of next school years initiatives 2019-2020

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.

Bernalillo Public Schools - Tribal Education Status Report

- **BUDGET REQUEST: 30,000.00** – the Indian Education Department received a Federal Grant for \$3.2 million dollars for (4) years. A Director was hired, including (7) Student Success Coordinators. One at each of the middle schools and four at the high school. Each coordinator at the high school will oversee a grade level and then will change grades the following year. The coordinators are working closely with parents and students so they know if they are on track to graduate and if not, what they need to do to meet the credits needed for graduation. They will also talk with Teachers and look at class work missed and what can be made up. Staff of the Student Success Program are working with College Horizons to help in the development of the College and Career Readiness curriculum. There has been one Community Engagement Retreat with a second to be held August, 2019.

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 – community meetings were held in school year 2018-2019. The final report was provided on September, 2018. We are in the process of having setting up meetings in the pueblo with community members, parents, students and Tribal Leadership to review the report and see what has been accomplished since the meetings. The Principal of Santo Domingo Elementary and Middle School has made some changes to the school in regard to behavior, academics, attendance and incentives to motivate students. Students are respectful of staff and one another and a respect for academics is growing. With a new Principal this school year, it will take a little time for things to change, but they are already seeing smiles on student faces, attendance is growing and academic success is building.
- 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 - community meetings were held in school year 2018-2019. The final report was provided on September, 2018. We are in the process of having setting up meetings in the pueblo with community members, parents, students and Tribal Leadership to review the report and see what has been accomplished since the meetings. The Principal of Santo Domingo Elementary and Middle School has made some changes to the school in regard to behavior, academics, attendance and incentives to motivate students. Students are respectful of staff and one another and a respect for academics is growing. With a new Principal this school year, it will take a little time for things to change, but they are already seeing smiles on student faces, attendance is growing and academic success is building.

Bernalillo Public Schools - Tribal Education Status Report

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.

Bernalillo Public Schools - Tribal Education Status Report

10) Public school use of variable school calendars.

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.”
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 cultural awareness and will provide a positive effect on the educational success of our Native American students
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.
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.
Conclusion: The calendar allows our Native American students to participate in their traditional activities within their communities. This time allows all students to participate in traditional activities knowing when they return, there will be time to make-up any worked missed.
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.

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.

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

Bernalillo Public Schools - Tribal Education Status Report

All Souls Day

Pueblo of Cochiti Feast Day

Pueblo of Jemez Feast Day

Pueblo of San Felipe Feast Day

Pueblo of Santa Ana Feast Day

Pueblo of Santo Domingo Feast Day

Pueblo of Zia Feast Day

Bernalillo Public Schools - Tribal Education Status Report

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 they may have.
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.
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 in 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.

We have had a difficult time in the past holding our Title VI Indian Education Committee meetings. This year, we have been able to have six meetings and now have a committee. This program is dependent on the committee. They may be in an advisory role, but they sign off on

Bernalillo Public Schools - Tribal Education Status Report

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. Our members are as follows:

Christine Suina	Chairman	Cochiti Pueblo
Leonard Lowe	Vice-Chairman	Navajo Nation
Shana Coriz	Secretary	Santo Domingo Pueblo
Tracey Cordero	Member	Cochiti Pueblo
Justice Vasquez	Teacher Representative	Carroll Elementary School

We would like a member from each of the pueblos. Members can be parents, grand-parents, sister, brother, aunt, uncle someone who can represent the children of their pueblo. The committee is reviewing the Bylaws and will have new meetings dates and times and can start working with parents and ensuring we have the best programs and services possible for students.

The district meets with each Tribal Governor at the beginning of the school year in August and January, to introduce ourselves and to talk about the district, program goals and listen to any concerns and answer any questions tribal leadership may have. We provide data on the number of students they have in the district and by school site. We review the Indian Policies and Procedures and provide upcoming meeting dates and deadlines.

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 School Site Updates, Bilingual, Indian Education Program, Attendance, Academic Achievement, Budget and other topics as needed. Governors, Tribal leadership, Tribal Education Director's, district Director's and Coordinator's, and other outside partners.

Impact Aid Meeting Dates:

August 16, 2018	September (Tribal Leaders Meeting)	October 17, 2018
November 14, 2018	December 14, 2018	January 16, 2019
February 14, 2019	March 13, 2019	April 10, 2019
May 8, 2019		

Title VII Meeting Dates:

September 12, 2018	October 17, 2018	February 13, 2019
March 27, 2019	April 10, 2019	April 16, 2018 (Public Hearing)

Tribal Leaders Meetings:

September 27, 2018 and February 26, 2019

Tribal Consultation Meeting:

March 20, 2019

Community Meetings at Tribal Communities:

1. December 13, 2018 – Community meeting in San Felipe

Bernalillo Public Schools - Tribal Education Status Report

Government to Government Meetings:

November 26-28, 2018 and April 15-16, 2019

Southern Pueblos Governors Monthly Meetings:

Bernalillo Public Schools is officially on the agenda for the Southern Pueblos Governors meetings that are held every second Thursday of the month in the respective Tribal communities. We provide updates of the District, the Indian Education Department goals and objectives, the Student Success Program, Strategic Planning, Important Dates and Deadlines and ask for approval of any agreements that may need to be signed.

Meeting Dates this year:

August 9th, September 13th, October 11th, December 20th, February 14th, March 14th, April 11th and June 12th.

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 *finalized in June, 2019*. best. As a department we will continue to look at our goals and objectives and refine goal of the program as needed as we evaluate the program. 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.

Please see attached Strategic Plan:

Bernalillo Public Schools - Tribal Education Status Report

BERNALILLO PUBLIC SCHOOLS INDIAN EDUCATION DEPARTMENT STRATEGIC PLANNING DOCUMENT

FOR 2019-2020 SCHOOL YEAR

INTRODUCTION

This document describes Our Commitment; the Goals and Objectives of the Bernalillo Public Schools Indian Education Department for the 2019-2020 School Year. It was developed using strategic planning methods. The strategic planning sessions took place over a course of three months during the March and April of 2019, and were facilitated by Special Legal Counsel, Pablo Padilla Jr., Esq.

OUR COMMITMENT

After participating in an exercise in March 2019, aimed at articulating a Mission Statement for the Bernalillo Public Schools Indian Education Department, we developed the following Statement of Commitment:

“Guided by our Core Values, the Bernalillo Public Schools Indian Education Department is committed to provide innovative and creative programs so that our students will enjoy their learning experience and feel supported in their identity.”

CORE VALUES

After participating in an exercise held in March 2019 by BPS Indian Education Department staff, we developed the following set of Core Values:

Identity: Be proud of who you are as a community member; culture and traditions; walking the talk; and building confidence

Purpose: To provide services and support to our students

Knowledge: Culturally relevant curriculum; solid education and building life skills is important for all young people

Accountability: IED accountable to students while here; we are like their parents while here-We need to be transparent

Community: To honor and celebrate accomplishments and listen to their needs

Commitment: Developing programs, services which support our core values

Bernalillo Public Schools - Tribal Education Status Report

Perseverance: Try and make BPS a better place for Native students; being a conduit between tribal communities and BPS; continuous improvement

Innovation: Be creative in programming-how to bring calculated relevant curriculum into academics

Collaboration: We actively seek and want to collaborate with others

STRENGTHS, WEAKNESSES, OPPORTUNITIES AND CHALLENGES (“SWOC”) ANALYSIS

This is the result of an exercise whereby BPS Indian Education Department staff members analyzed and discussed the strengths, the weaknesses, the opportunities, and the challenges posed to the BPS Indian Education Department:

Strengths:

- Passionate IED Staff
- Existing IED Programs and Projects
- Transparency with Indian tribes
- Funding Streams for Native American student programs, projects and services
- Good Partnerships with Indian tribes and their Education Departments
- Administrative Support from BPS Superintendent and Administration
- BPS Board Support for IED
- Recent Development of Indigenous Studies Curriculum

Weaknesses:

- Communications to Indian tribes not reaching targeted audience in timely manner
- Lack to Robust Community Engagement
- Lack of Focus on IED Programming, which is “all over the place”
- Lack of internal IED procedures, vision, goals and a communication chain
- Need for more consultation opportunities
- Lack of timing and scheduling
- Lack of a school calendar specifically for IED
- Lack of a handbook to guide the work of IED
- High turnover rate for BPS Principals
- Continuing need to educate BPS Principals and Administrators on IED programs
- Lack of BPS core class Teachers and Administrators who are Native American
- Lack of sufficient IED staff to service BPS Native American student population

Opportunities:

- Funding / Grants:
 - (a) New Mexico Indian Affairs Dept. Summer Program
 - (b) Student Success Grant
 - (c) New Mexico Public Education Dept. grant
 - (d) Impact Aid Funding
 - (e) Title VI Funding

Bernalillo Public Schools - Tribal Education Status Report

- Partnerships:
 - (a) College Horizons
 - (b) Leadership Institute at Santa Fe Indian School
 - (c) Mission Graduate
 - (d) Other Consultants and Partnerships
- New IED staff, liaisons, and coordinators
- Reconciliation with Indian tribes by refocusing and conducting good interactions
- October 18, 2018 BPS Board of Education Resolution on “unique political status”
- Future BPS Board of Education retreat with Pueblo leadership
- Existing and future partnerships with Pueblos recognizing sovereignty

Challenges:

- Continuing need to provide presentations to BPS Administrators and Staff
- Current statistics on academic performance of BPS Native American students
- Current graduation rate of BPS Native American students
- Current curriculum
- Current salaries of BPS staff servicing Native American students
- Responding to tribal requests for data, how and when to provide it
- Need for retreat with BPS Principals to discuss data needs and resources
- Lack of participation by tribal leadership at meetings with PBS
- Need for better consultation that is on-going and consistent
- Historic tension within the many communities served by BPS
- Historic and ongoing perception of a “bad image” of Bernalillo Public Schools
- Validation of tribal needs
- Difficulty to balance needs of tribal communities and needs and resources of BPS
- Compliance with recent amendments to Indian Education Act
- Compliance with *NMPED v. Yazzie* court case

GOALS AND OBJECTIVES

After several planning sessions and much discussion, IED staff decided on and prioritized the following goals for the 2019-2020 School Year. The IED staff acknowledge that the timeframe to accomplish some of these goals may exceed the length of the 2019-2020 School Year.

- 1. Improve Communication with Parents, Students, and Tribal Communities**
- 2. Develop and Implement a BPS Indian Education Dept. Policy/Procedural Manual**
- 3. Develop an official BPS Indian Education Dept. Calendar for 2019-2020**
- 4. Complete and Implement a Culturally Relevant, Community-Based Curriculum**
- 5. Increase the Graduation Rate of BPS Native American Students**
- 6. Create a space for IED to serve its students: a Native American Resource Center**
- 7. Implement this Strategic Plan with a Clear, Focused, and Complete Understanding**

Bernalillo Public Schools - Tribal Education Status Report

GOAL 1: Improve Communication with BPS Parents, Students, and Tribal Communities (“Stakeholders”)

OBJECTIVES:

1. Be consistent on what IED communicates to stakeholders
2. Follow-through on methods of communication that work
3. Provide a second phone call and email to follow-up
4. Contact both Governor’s Office and Education Dept.’s to ensure information such as flyers and meeting agendas were sent out to community
5. Use of billboards
6. Use meeting minutes and agendas to record meetings for future use
7. Utilize better techniques to engage tribal officials
8. Utilize the BPS website to post IED programs, projects, and announcements
9. Develop a policy to utilize Facebook, Instagram, Snapchat and Twitter

GOAL 2: Develop and Implement a BPS Indian Education Dept. Policy and Procedural Manual

OBJECTIVES:

1. Complete a final draft by July 30, 2019 and have approved before August 6, 2019
2. Include a general description of IED, including its history
3. Include a narrative on “unique political status” of Native American students
4. Include a description of Indian Education Department programs, projects, and services
5. Include contact information of IED staff
6. Include IED calendar (see Goal 3)
7. Include description of lines of communication within IED
8. Include a brief description and contact info of the tribal communities served by BPS
9. Include a social media policy that will broadcast IED programs, projects and services

GOAL 3: Develop an official BPS Indian Education Dept. Calendar for 2019-2020

OBJECTIVES:

1. Complete by July 15, 2019 and have approved before August 1, 2019
2. Include the general BPS Calendar
3. Include All Pueblo Council of Governors Education Committee calendar
4. Include campus visits by Pueblo governors
5. Include “Transition Days”
6. Include “Student Leadership Institute”
7. Include Parent Convocation
8. Include Impact Aid meetings
9. Include Title VI meetings
10. When scheduling meetings, try to consolidate meetings when possible, to maximize participation
11. Use this calendar to integrate deadlines and announcements
12. Calendar to be approved by BPS Superintendent

Bernalillo Public Schools - Tribal Education Status Report

GOAL 4: Complete and Implement a Culturally Relevant, Community-Based Curriculum

OBJECTIVES:

1. Implement the NMPED high-school, middle school and elementary school curriculum, to be completed by obtaining approval from the Pueblos.
2. Obtain support and input from BPS Teachers plus provide training in lesson plans
3. Get support from BPS Administrators and written approval from Pueblo leadership
4. Task the right people to draft these curricula to be reviewed by community advisors
5. Conduct a “dry run” of new lesson plans
6. Utilize observations and evaluations of curricula once implemented
7. Create curricula for the following topics:
 - (a) History of Indian education in the United States
 - (b) Wellness of Students
 - (c) Historic Trauma in Board Schools and Tribal Communities
 - (d) Math (example: use of Mayan concepts)

GOAL 5: Increase the Graduation Rate of BPS Native American Students

OBJECTIVES:

1. Focus the Student Success Grant
2. Create ways to better and earlier spot and evaluate student grades
3. Communicate much earlier with parents when student grades start falling short
4. Improve the curriculum so that it is more relevant in students’ lives and culture
5. Let parents and students know they are not alone and show them available resources
6. Cast the IED support and services net wide so students do not fall within the cracks

GOAL 6: Create a space for IED to serve its students: a Native American Resource Center

OBJECTIVES:

1. Create a written justification of the need, to include the following:
 - (a) historic use of “SNAC” area for BPS Native American students to interact and socialize in a positive manner
 - (b) need to consolidate and centralize services provided by IED
2. Create buy-in from BPS leadership
3. Find the New Mexico Legislative Bill proposed a few years ago to provide funds to plan for a resource center for BPS Native American students that was vetoed by then NM Governor.
4. Draft a plan to request the New Mexico Legislature to provide funds to plan, one that will not be vetoed by the current NM Governor.

Bernalillo Public Schools - Tribal Education Status Report

GOAL 7: Implement this Strategic Plan with Clear, Focused, and Complete Understanding

OBJECTIVES:

1. Create more engaging and better techniques to educate BPS Leadership, Administrators, Principals, and School Site staff on Indian Education issues, including better planning
2. Develop agendas for all meetings well in advance, to maximize participation
3. Develop meeting packets to distribute prior to meetings, to maximize participation
4. Utilize better the email addresses of parents and tribal officials
5. Create better and more direct engagement between IED staff and BPS students

Bernalillo Public Schools - Tribal Education Status Report

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 Dr. Leola Tsinnajinnie, professor of Native American Studies at UNM, 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. During the 2018-2019 School Year, we have increased the number of Indigenous Studies classes to (3), we have two teachers and the lessons and curriculum continue to be enhanced. It is a very exciting time for the district. Diane Williams and Lorilei Chavez are the classroom teachers. Diane also teaches Cochiti Keres and Lorilei is also a Native American Liaison with the Indian Education Department.

Bernalillo Public Schools contracted with Dr. Tsinnajinnie to research and develop the curriculum that would be implemented. 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 school's students on College and Career Readiness. Her work has also helped us to provide professional development on the curriculum and other topics monthly throughout the year.

The Department had the following professional development days in regard to our monthly series called Towards Culturally Relevant Instruction:

Bernalillo Public Schools - Tribal Education Status Report

Appendix:

- A. Tribal Leaders Meetings & Consultation
- B. Summer Capstone Project Camp
Agenda, Flier, Application
- C. Student Leadership Institute.
Agenda
- D. Indian Policies & Procedures

Bernalillo Public Schools - Tribal Education Status Report



Bernalillo Public Schools
Tribal Leaders Meeting
Bernalillo Middle School
September 27, 2018
8:30 a.m. – 12:00 p.m.

Agenda

8:30am-8:50am	Breakfast
8:50am-9:00am	Welcome/Invocation
9:00am-10:30am	Native American Initiatives District Wide/How are we moving forward <ol style="list-style-type: none">1. Indian Policies and Procedures/Tribal Education Status Report2. 2016 Leadership Institute3. Recap from Tribal Leaders meeting (March 2018)4. Recommendations for moving forward5. General Discussions
10:30am-11:30am	Recent Court Cases (Ex: Yazzie vs State of New Mexico) – Facilitated by Pablo Padilla
11:30am-12:00pm	Collaborative Activity
12:00pm	Adjourn/Lunch Provided by BPS

Bernalillo Public Schools - Tribal Education Status Report



Bernalillo Public Schools
Tribal Leaders Meeting
Bernalillo Middle School
February 26, 2019
8:30 a.m. – 12:00 p.m.

Agenda

8:30am-8:50am	Breakfast
8:50am-9:00am	Welcome/Invocation
9:00am-9:30am	Mission Graduate
9:30am-10:00am	Indigenous New Mexico Collaboration
10:00am-10:15pm	MOU's
10:15am-11:00pm	Student Success Project Grant/HB250
11:00pm-12:00pm	Input from Tribal Leaders <ol style="list-style-type: none">1. Budget2. Community Engagement3. Pueblo/School/District Partnership4. Language and Culture
12:00pm	Adjourn/Lunch will be provided by BPS

Bernalillo Public Schools - Tribal Education Status Report



Bernalillo Public Schools

Tribal Consultation
March 20, 2019
9:00p.m.– 11:00a.m.

Agenda

- I. Welcome/Introductions
- II. Purpose/Overview of consultation
- III. Title I – Michelle Padilla (Director of Instruction & Curriculum) 10 min
- IV. Title II – Jeanette Garcia (Professional Development) 10 min
- V. Bilingual – Elsy Diaz (Bilingual Director) 10 min
- VI. Special Education – Jane Pitts (Special Ed Director) 10 min
- VI. Title VI & VII – Jeanette Garcia & Curtis Chavez (Indian Education Depart) 15 min
- VII. Questions/Discussion/Input 1 hour
- VIII. Adjourn

Bernalillo Public Schools - Tribal Education Status Report



Bernalillo Public Schools, Indian Education Department Summer Capstone Project Camp

June 3-7, 2019

Camp Itinerary

Monday June 3, 2019, 9:00- 3:00 @ NM Highlands Rio Rancho, Room 123

- 9:00-10:00 Breakfast, Welcome & Week Overview by Lorelei Chavez
- 10:00-11:00 Getting to Know Each Other: Ice Breakers & Fun Stuff
- 11:00-12:00 KEYNOTE SPEAKER: Clinton Chavez (San Felipe) Professional Boxer
- 12:00-1:00 Lunch, Panda Express: College 101 with Shyanne Eustace
- 1:00-2:00 Breakout Sessions on Specific Topics (Rooms 201, 202, 203, 218, 219)
- 2:00-3:00 Meet with Mentors: Narrow scope of research topic (breakout rooms)

Tuesday June 4, 2019, 9:00-3:00 in Albuquerque

- 8:30 Meet bus at BHS, depart for University of New Mexico Main Campus
- 9:00-11:30
 - 9:30 Greeting by Native Student Services Staff Member
 - 9:45 Mentors lead groups on Scavenger Hunt
- 11:30-12:30 Lunch, Rudy's BBQ @ at UNM Duck Pond
- 1:30-3:00 Indian Pueblo Cultural Center Guided Tour

Wednesday June 5, 2019, 9:00-3:00 in Albuquerque

- 8:00 Meet bus at BHS, depart for the Institute of American Indian Arts

Bernalillo Public Schools - Tribal Education Status Report

9:30-11:00 Tour of IAIA, Collections, Digital Dome Presentation

11:00-11:30 Depart for downtown Santa Fe

11:30-12:45 Lunch, Subway on plaza

1:00-2:00 Guided tour of Museum of Contemporary Native Arts (MOCNA)

2:00 Depart Santa Fe back to BHS

Thursday June 6, 2019, 8:30-3:00 @ BHS Computer Lab

All day editing, lunch, Dion's Pizza @ BHS Cafeteria

Friday June 7, 2019, 8:30-3:00 @ BHS Computer Lab & BHS Black Box

Half Day editing, lunch break, Mexican @ BHS Cafeteria

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

Bernalillo Public Schools - Tribal Education Status Report



Summer Capstone Camp

June 3-7, 2019

Application DUE BEFORE LAST DAY OF SCHOOL IN MAY, 2019

(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.

Bernalillo Public Schools - Tribal Education Status Report

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 Felipe 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

Bernalillo Public Schools - Tribal Education Status Report

Breakout Sessions for Monday June 3rd, NMHU Rio Rancho Campus

- 1. Art - Ricardo**
- 2. STEM – Phoebe Suina**
- 3. Law/Governance – Casey Douma**
- 4. Health & Wellness - Tina Archuleta**
- 5. Education, Culture, Natural Resources - Kai T**

Bernalillo Public Schools - Tribal Education Status Report

Bernalillo Public Schools, Indian Education Department American Indian Youth Leadership Institute “Health and Wellness: Concentrating on the Well-Being of the Whole Student”

**April 4 & 5, 2019
Indian Pueblo Cultural Center
2401 12th ST NW, Albuquerque, NM 87104
Institute Itinerary**

April 4

- 9:00-9:30 Breakfast/ Welcome: Keith Cowan, Superintendent of Bernalillo Public Schools**
- 9:30-10:15 Guest Speaker: Dr. Maria Sparikus, Early Educo/Motivational Speaker**
- 10:15-10:20 Break**
- 10:20-11:05 Breakout Session I – Educational SWOT Analysis**
- 11:10-11:55 Breakout Session II – Create a School-Wide Event/Club/Action**
- 12:00-12:30 Lunch (Distribute Capstone Camp Packet (June 3-7))**
- 12:30-1:20 Guest Speaker: Christian Gering, Professional Trail Runner/Motivational Speaker**

April 5

- 9:00-9:30 Breakfast**
- 9:30-10:15 Guest Speaker: Arnold Villegas, Psychomatic Transformation Center/Motivational Speaker**
- 10:15-10:25 Break**
- 10:25-11:10 Breakout Session – Personal Wellness Wheel**
- 11:15-12:00 Guest Speaker: Dr. Doreen Bird, Tribal Cultural Expert/Motivational Speaker**
- 12:00-12:30 Lunch**
- 12:30-1:20 Closing Speaker: WakeSelf, Entertainer/Motivational Speaker**

Bernalillo Public Schools - Tribal Education Status Report

BREAKOUT SESSION 4/4/19

Facilitators: Giselle, Lorelei, Christina, Teran

PART I: Education SWOT Analysis (Strengths, Opportunities, Weaknesses, Threats)

MATERIALS: large poster paper, post its (the rectangular size is a good size), colored markers.

This exercise will afford students the ability to critically assess where they are currently in their educational path and also identify where students may need more support.

4 large poster paper sheets will be placed on walls, with the 1 of the 4 components of the SWOT analysis printed largely at the top of each sheet with a short explanation (see below for help with framing questions). Have post -its of various colors and markers somewhere in the room for students to utilize.

After a brief explanation of each of the components of SWOT (10 min), students will get post-its and markers and move from each poster, writing various personal responses for each. They are to write one idea on each post it and place it on the larger poster paper. (10-12 min)

Analyzing Responses: Split larger group into 4 smaller groups and assign them to analyze one of the 4 components. The objective is to look closely at post-its, cluster together similar responses together under a common theme (10-12 min) Have each group identify a speaker to share/share out the findings with the larger group. (10 min)

SWOT ANALYSIS BREAKDOWN

Strengths: What do you think you are good at? Where are you excelling? Doesn't have to be solely academic. Can be social, sports, etc.

Opportunities: What extracurricular activities are you in engaged in? What are some things you have engaged in outside of your regularly scheduled classes, what do you want more of? Where do you see a gap in learning/opportunity? What do you want to know more of/do?

Weaknesses: Where do you struggle or lack motivation? Where are your grades struggling? What do you wish was different? What subjects do you feel least interested or knowledgeable about?

Threats: What are the threats to your educational success? (think self, family, teachers, lack of support, feeling unchallenged/unmotivated)

****10 Minute Break****

Bernalillo Public Schools - Tribal Education Status Report

PART II: Create a school-wide event/club/action that will address one of the themes that emerged from the SWOT Analysis activity

MATERIALS: large poster paper, colored markers, paper/pen for note taking

Students will stay in their small groups and explain to them that they will be given a budget of \$100 (can vary but less than \$500). *This is a modest number because it is important to keep in mind that people think money is necessary to accomplish things, when often what it really comes down to drive and a committed group of people.

Ask participants to work together to plan an event/club/action within that budget. What are the needs, wants and where can donations be solicited and by whom? If it's a club, how can they use that money to make more money? Use the 5 W's which are placed visibly on a poster paper to guide planning. (explanation 5-7 min)

Participants work together to plan and create a visual poster that details their project and all the important information about their activity to share out with the larger group. (20-25 min)

One participant from each group will share out. (10-15 min)

BREAKOUT SESSION 4/5/19

Wellness Wheel

Facilitators: Jerrod, Clyde (CA), Susana, Lori

<https://2j460l3alapu36k5ku38ql5x-wpengine.netdna-ssl.com/wp-content/uploads/2017/08/wellnesswheel.png> *the "Professional" part of the wheel would be changed to "Educational"

The facilitator(s) can complete a wellness wheel prior to share with larger group. Go through each section and explain what each category means, offering examples. (10 min)

Students will assess their holistic health in these categories, on a 1-10 scale (0 being the center). Using colored markers, they would color their wheel according to their perceived levels in each category. What will result is a well-rounded wheel or an imbalanced one. (20 min)

Ask for a few students to volunteer to share out their wheels and students can give feedback as to ways to strengthen the weaker aspects of each other's wheels, i.e. ideas for activities, self-care, better relations with others. etc. Ideally, participants will leave with some tools to strengthen the areas in which they lack. (15 min)

Bernalillo Public Schools - Tribal Education Status Report

INDIAN POLICIES AND PROCEDURES (IPP) Bernalillo Public School District #61

Intent

The Bernalillo Public Schools ("BPS" or "District") Board of Education intends that Indian children of school age shall have equal participation with non-Indian children to all educational programs, services, and activities offered in the District 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 Cochiti, Jemez, Santo Domingo, San Felipe, Santa Ana, Sandia, and Zia in developing and assessing educational programs and activities offered by BPS and to ensure that all school-age children enrolled in the District as well as families, guardians, and tribes have the opportunity for equal participation. It is the intent of BPS in adopting these IPPs to comply fully with all requirements of federal and state law, including Title VII 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.

This IPP 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.

Purpose

1. To establish a system of accountability for educational quality by formalizing the relationship between the individual Pueblos and defining the specific responsibilities of the District to the Pueblos.
2. To establish shared responsibility, accountability and partnership with each Pueblo whose children are enrolled in the District 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 and input from the Pueblos.
4. The District 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. The District, in partnership with the Tribal Education Directors (TEDs), will ensure all school principals are 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.

Bernalillo Public Schools - Tribal Education Status Report

Commitment

The Bernalillo Public Schools Board of Education will provide assurances that the District shall:

1. Consult with Tribes and Indian Parents, respond in writing to questions that are asked and then disseminate.
2. 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,
3. Review and report to the Governors the District's Impact Aid/Indian Add-On budget, expenditures, and cash carry-over, (Annual Tribal Leaders Meeting).
4. Ensure that the annual cash carry-over of Impact Aid/Indian Add-On will not exceed 50% of Impact Aid/Indian Add-on annual revenue, and the cash carry-over will be used to modify the educational programs for Native American students according to the IPP results/input,
5. Inform Tribal Leadership/Tribal Education Departments on any increases/decreases in salaries and benefits.
6. Ensure that all principals/representative will attend monthly Impact Aid meetings.
7. Provide a written financial and academic report at the end of each year to demonstrate compliance with federal regulations and state reporting requirements associated with Impact Aid and the IPP, (Continuous throughout the year as requested and during Monthly Impact Aid Meetings)
8. Create an "Indian Education Committee" composed of Native American parents, Governors or designee, tribal education directors or designee and or other appointed Pueblo members. This committee will work collaboratively with the director of education, principals and teachers at Bernalillo Public Schools on the fiscal and curricular aspect of the overall educational plan, including the 25% Impact Aid/Indian Add-On funds for equal participation for Native American students. The Indian Education Council will also serve as the Title VII Committee, and
9. Incorporate an Organizational/Accountability Grid (Appendix: 2) and timelines that identify financial and academic roles and responsibilities for Impact Aid/Indian Add-On funds.

New Mexico State Law requires that the Bernalillo Public Schools Board of Education and the Superintendent of the Bernalillo Public Schools to identify annual objectives and assess priorities for the education of Indian children in collaboration and consultation with Indian parents and tribal officials of Indian children enrolled in the District. (Community Meetings)

Bernalillo Public Schools - Tribal Education Status Report

In compliance with the statutes, the District will provide status reports annually as required by the New Mexico Indian Education Act and align with the New Mexico Public Education Department Strategic Plan. In addition the district will provide reports on short cycle assessment and include on these reports Native American children designated as special education with an Individual Education Plan (IEP). (Every Semester)

The Pueblo/Tribal Education Departments will provide assurances that the pueblo shall:

1. Ensure that a representative from their pueblo will attend monthly Impact Aid meetings.
2. Brief description of Tribal Education Program.

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 children* means children residing on Indian lands who are recognized by an Indian tribe as being affiliated with that tribe.
2. *Indian 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).

Indian Policies and Procedures

The following Indian policies and procedures become effective upon school board approval.

POLICY (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. [34 CFR 222.94(b)(1)]

The Bernalillo Public School District will disseminate information and seek timely input regarding the following programs on its educational program (including, but not limited to): Title I, Title II, Title III, Title VI, Title VII, IDEA-B and Bilingual programs. The completed applications, evaluations, and program planning will be made available to parents of Indian children, Tribal officials, and the Indian Education Committee and a summary will be prepared and disseminated (flyers, school site robo calls, Tribal emails and letters) one month in advance of public hearings to afford all interested parties the opportunity to review the

Bernalillo Public Schools - Tribal Education Status Report

Page 10 of 11

documents with sufficient time to provide thoughtful input at the public meetings. These hearings will be publically advertised by the district website, sky alerts, flyers provided to tribe(s), and flyers posted at school sites to allow all interested parties to attend. In addition, representatives from the District and Indian Education Committee will schedule meetings with respective tribal communities to seek input regarding the:

1. applications
2. programs
3. evaluation
4. budget allocations
5. other data authorized and required under federal or state program guidelines
6. previous year's results for comparison
7. minutes (impact aid meetings, tribal leaders, community meetings)
8. Board reports (cash carryover and expenditures, agenda)
9. Impact Aid Program Indian Policies and Procedures
10. Impact Aid Program application for federal assistance
11. Impact Aid and other federal program budget projections and funding allocations for the upcoming program year
12. Other information as requested by tribe

As required by the Indian Education Act, the district will provide the following current information on school performance to parents and tribal officials along with recommendations for improvement to include:

1. School safety; Plan & Procedures and Transportation Safety Plan - Provide at beginning of school year
2. Graduation/dropout rate by tribe;
3. Academic requirements for graduation and promotion – Beginning of school year unless there are changes during the school year.
4. Attendance;
5. Truancy reports of individual students – As requested by tribe depending on individual agreements and processes
6. Parent and community involvement (identify type, e.g. quarterly);
7. Educational programs targeting Indian student needs;
8. Current status of District Indian Policies and Procedures;
9. Discussion of school calendar (Spring) – Provide an invitation to TED's for meeting;
10. Process and plans established for consultation with parent advisory committees and tribal officials; and
11. Suspension/expulsion rates – Every 9 weeks, disaggregated by tribe;
12. Enrollment (By September and January)
13. Disciplinary Policies – provide by email at the beginning of school year
14. List of students who/do not have parent release and 506 forms – end of school year or as needed
15. Parent and community involvement – Tribal Leaders meeting

Bernalillo Public Schools - Tribal Education Status Report

POLICY (2): The Bernalillo Public School District 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. [34 CFR 222.94 (ab)(2)]

In order to allow Indian parents and tribal officials to make commentary concerning (1) the needs of their children and the ways in which they can assist them in realizing the benefits of the education programs; (2) the overall operation of the District's education program; and (3) the degree of parental participation allowed in the same, the BPS District will;

- The district will communicate with Tribal Leadership, Tribal Education Departments, Community and Parents through preferred methods (phone calls, email, and robo calls).
- provide parents of Indian children and Tribal officials a questionnaire requesting their input and recommendations in the fall.
- collaborate with tribe(s) to host annual community input meetings where such commentary may be reviewed by Indian parents, Tribal officials, and the Board.
- collaborate with Indian Education Parent Committee to hold meetings for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities.
- ensure meeting agendas are posted and all meetings are open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration.
- BPS will host a formal Tribal Leaders Meeting in the Fall and Spring for Pueblo governors, tribal leaders, parents, and community members to inform them of BPS requirements for Indian 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, transition programs, parent involvement, health and wellness programs, and progress of educational programs in the school district. In addition, BPS will review the previous school year's academic results, input results from tribal leadership, parents, and tribal officials, and resulting modifications.
- Community meetings, as scheduled will be held in each of the respective Pueblos with school representatives to provide an opportunity for input by Pueblo Governors, parents, and students on the educational programs of the school district as part of the school improvement process. The agenda will be developed in coordination between the Tribes and the school district.
- Input gathered during the tribal leaders and community meetings will be documented through minutes. A plan or action will be developed to address any workable modification/solutions, implement them, and report out at next tribal leaders meeting and community meeting.

Bernalillo Public Schools - Tribal Education Status Report

- Indian Education Survey (Student/Parent) will be completed during the school year.

If participation in any of the above results in a low return rate or the established meeting yields low participation by the parents of Indian children and tribal officials, the Bernalillo Public School District and tribe(s) will re-evaluate methods and consult with parents of Indian children and tribal officials on ways to improve and enhance participation in the consultation process. The Bernalillo Public School District may re-locate meetings or times to encourage participation.

POLICY (3): The Bernalillo Public School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34 CFR 222.94 (b)(3)]

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

The district will work with Tribes to conduct one (1) Indian education survey (see Appendix 1) for students and parents, obtain input and recommendations on educational programs, and services in regard to equal participation by Indian and non-Indian students. The survey will be conducted during the month of February (Parent Teacher Conferences). Results of the survey will be shared with Tribes and TEDs in order to modify educational programs, if necessary. The results of the evaluations will be communicated to Tribes and parents through our district website, community and Parent Teacher Organization meetings at each school site, and individual Tribal Governor meetings.

The District will provide to Governors of each Pueblo, the Directors of Education, parent representatives, parents and community members the following comparative statistical reports:

1. Academic performance - including final grades (literacy, numeracy), attendance, on track/off track, – Every nine (9) weeks or as requested by tribe
2. Graduation rates, dropout rates, standardized test results (long term, short term, Istation, NWEA, PARCC) disaggregated by tribe/ethnicity/special needs students, enrollment and plans for improvement – End of School Year/Tribal Leaders Meeting
3. Disciplinary actions: truancy rates, expulsions and suspensions (disaggregate by topic and by Pueblo: bullying, substance/alcohol abuse, etc.) – Every nine (9) weeks
4. Academic services: participation rates and types of services such as tutoring, academic counseling and after school programs – Every nine (9) weeks
5. Special education services and data on how many Native American students are in special education and on IEP's and the numbers of students who exit the program by the end of the academic year. Ensure schools are documenting participation in these

Bernalillo Public Schools - Tribal Education Status Report

programs so they are able to report out how many of our students are involved - End of each semester and Tribal Leaders Meeting

6. Detailed financial reports (Title VII separate budget entitled Impact Aid/Indian Add-On, expenditures, and cash carry-over) – Monthly Impact Aid meeting and training during summer on how to read the financials
7. Counseling: commitment to provide individual credit analysis – Every nine (9) weeks and End of each semester
8. List of extracurricular activities, including, but not limited to, sports, student government, clubs, etc. – End of each semester and Tribal Leaders Meeting
9. Copies of annual report (Tribal Education Status Report) will be provided to tribal education departments and tribal leadership.

If it is determined that there are gaps in Indian participation in the educational programs or activities, the Bernalillo Public School District in consultation with the Indian Education Committee and tribal leadership, will modify its educational program in such a way as to improve Indian participation.

POLICY (4): The Bernalillo Public School District will modify the IPP's if necessary, based upon the results of any assessment or input described in this document. [34 CFR 222.94 (b)(4)]

The District, Tribal Education Director's, Indian Education Committee and tribal leadership will review the IPP as needed throughout the year and during the summer of each school year. The IPP will be reviewed and agreed upon by the District, TEDs and Indian Education Committee. If changes are needed or need to be amended during the school year, they will become effective within 30 days of approved changes. The IPP will be placed on the website, robo calls will be made by each school site, Tribal Leadership and Tribal Education Directors will be provided with the approved copy of the IPP's.

1. The District, in mutual agreement with each tribe, may develop a Memorandum of Understanding (MOU) or a Memorandum of Agreement (MOA) for each tribe(s) that has children in Bernalillo Public Schools and has children included in the Impact Aid application or other federal and state applications. The district recognizes Tribal Sovereignty and that each tribe is unique in culture and educational needs. The MOU or MOA will reflect the unique and special circumstances represented by each tribe.
2. The School Board and each tribal government will formally approve the MOU/MOAs.
3. BPS will obtain signatures of approval by the tribal Governor or tribal designee verifying tribal agreement to the IPPs pursuant to NMSA 1978, ' 22023A-5(B)(7), to include a written Tribal Education Status Report 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.

Bernalillo Public Schools - Tribal Education Status Report

4. The district shall obtain a signature of approval by the tribal governments or tribal government designees residing within school district boundaries, verifying that the tribes agree to the Indian Policies and Procedures pursuant to federal requirements. [Article 23A, New Mexico Indian Education Act, sections 22-23A-5(B)(7)]

Pursuant to NMSA 1978, " 22-23A-1, et. seq., the district will seek assistance from the Indian Education Division of the Public Education Department to fulfill the requirements of the New Mexico Indian Education Act

POLICY (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 IPPs by the LEA. [34 CFR 222 .94(b)(5)]

The Bernalillo Public School District will at least annually respond in writing to comments and recommendations made by the Indian Education Committee, tribal officials, or parents of Indian children, and disseminate the responses to all parties by (mail, email, posting, at tribal offices, etc.) prior to the submission of the IPPs by the district and by request.

In addition the Indian Education Committee, tribal officials and or parents of Indian children may submit a formal letter of recommendations to the district. The district/school site must respond in writing within 2 weeks.

POLICY (6): The Bernalillo Public School District will provide a copy of the IPPs annually to the affected tribe or tribes. [34 CFR 222.94 (b)(6)]

The Bernalillo Public School District will annually provide a copy of the current Indian Policies and Procedures to tribe(s) via email, mail, posting at tribal offices, etc.

Bernalillo Public Schools - Tribal Education Status Report

INDIAN POLICIES AND PROCEDURES (IPP)

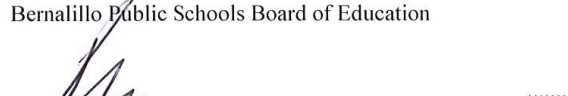
Bernalillo Public School District #61

APPROVED BY:




President
Bernalillo Public Schools Board of Education

11-2-17
Date


Interim Superintendent, Keith Cowan
Bernalillo Public Schools

11-2-17
Date


Governor Eugene Herrera, Pueblo of Cochiti

11/14/17
Date


Governor Joseph A. Toya, Pueblo of Jemez

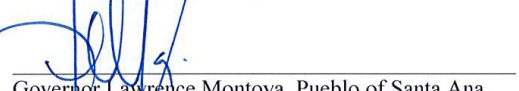
11/17/17
Date


Governor Anthony Ortiz, Pueblo of San Felipe

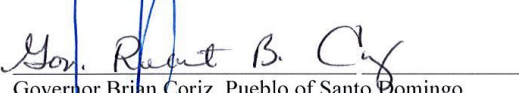
11/14/17
Date


Governor Malcolm Montoya, Pueblo of Sandia

11-8-17
Date


Governor Lawrence Montoya, Pueblo of Santa Ana

11/15/17
Date


Governor Brian Coriz, Pueblo of Santo Domingo

11/17/17
Date


Governor Carl B. Schildt, Pueblo of Zia

11/20/17
Date

Bernalillo Public Schools - Tribal Education Status Report

Appendix: 1

TITLE VIII PROGRAM INDIAN EDUCATION SURVEY STUDENT

The Title VIII Program (a federal program that provides revenue to local governmental entities, including school districts, in lieu of property taxes not received from federal lands) welcomes your input regarding your education. With your input, we will be able to plan and develop programs and services that will help you and all Native American students achieve and become successful. Please fill out and return to your 1st period teacher.

What grade are you in? _____

What school do you attend this year? _____

What school did you attend last year? _____

Please check YES or NO to the following questions and statements:

YES

NO

- | | | |
|---|-------|-------|
| ➤ Teachers in my school care about students? | _____ | _____ |
| ➤ Students at my school support one other? | _____ | _____ |
| ➤ I know who to ask when I need help? | _____ | _____ |
| ➤ I am happy with the work that I complete? | _____ | _____ |
| ➤ My family thinks I am doing well academically? | _____ | _____ |
| ➤ Does the school inform you of important dates? | _____ | _____ |
| ➤ Are there other extra-curricular activities to participate in other than athletics? | _____ | _____ |
| ➤ When I have a problem, there is someone to talk to? | _____ | _____ |
| ➤ The education I currently receive will help me achieve my current and future goals? | _____ | _____ |
| ➤ Did the school explain rules of behavior and attendance? | _____ | _____ |
| ➤ Would you like to attend a Summer Program? | _____ | _____ |
| ➤ What kind of Summer Program? _____ | | |
| _____ | | |
| ➤ What kind of Programs would you like to see at your school? | _____ | _____ |
| _____ | | |

What challenges do most students face in today's world? (Place an X in the box)

- | | |
|--|---|
| <input type="checkbox"/> Peer pressure | <input type="checkbox"/> Gang Problems |
| <input type="checkbox"/> Poor Self Esteem | <input type="checkbox"/> Lack of Support (Family) |
| <input type="checkbox"/> Teacher Issues | <input type="checkbox"/> Lack of Support (School) |
| <input type="checkbox"/> Poor Study Habits | <input type="checkbox"/> Poor Attendance |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Drugs/Alcohol |

After I graduate, I am going to:

College _____	Vocational School _____	Work _____
Stay Home _____	Military _____	Other _____

Bernalillo Public Schools - Tribal Education Status Report



TITLE VIII PROGRAM INDIAN EDUCATION SURVEY

PARENT/GUARDIAN

The Title VIII Program (a federal program that provides revenue to local governmental entities, including school districts, in lieu of property taxes not received from federal lands) welcomes your input regarding the education of your child(ren) attending Bernalillo Public Schools. With your input, we can plan and develop services and programs that will help all Native American students in the district achieve and become successful. Please fill out and have your child(ren) return to 1st period teacher.

Please circle one: mother, father, guardian, grandparent, other _____
What school does/do your child(ren) attend and their grade level?

Name	School	Grade Level

- What do you think are the main needs of Native American Students? (Please number 1 – 10)

_____	Attendance	_____	Other
_____	Grades	_____	Native Language
_____	Academics		
_____	Parental Involvement		
_____	Information on Careers/Jobs		
_____	Information on Post-Secondary Education (College)		
_____	Indian Cultural Programs		
_____	Academic Tutoring		
- How can you contribute to your child(s) education? (Place an "x" in each box)

<input type="checkbox"/>	Attend workshops
<input type="checkbox"/>	Attend Title VIII Meetings
<input type="checkbox"/>	Visit/Volunteer in Classroom
<input type="checkbox"/>	Attend Parent-Teacher Conferences
<input type="checkbox"/>	Serve on Indian Education Council
<input type="checkbox"/>	Attend School Board Meetings
<input type="checkbox"/>	Other _____
- Would you be interested in becoming a member of the Indian Education Council? _____
- What services and/or programs would you like to have provided to Native students ?

- Additional Comments (Please leave a name and number if you would like to be contacted)

