

Jemez Mountain Public Schools



Tribal Education Status Report

For School Year 2020-2021

Issued September 2021

Superintendent

Felix Garcia

TRIBAL EDUCATION STATUS REPORT

SY 2020-2021

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Special Thanks to Mr. Scott Meihack for compiling TESR report.

Jemez Mountain Public Schools- Tribal Education Status Report

❖ Contents

❖ EXECUTIVE SUMMARY	3
❖ INTRODUCTION	4
❖ STATUTORY REQUIREMENTS.....	5
❖ 22-23A-7. Report.....	5
❖ STUDENT ACHIEVEMENT	6
❖ SCHOOL SAFETY	7
❖ GRADUATION RATES	8
❖ ATTENDANCE	10
❖ PARENT AND COMMUNITY INVOLVEMENT	11
❖ EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS	12
❖ FINANCIAL REPORTS.....	13
❖ CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES	14
❖ SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPUTS AND INCREASE ATTENDANCE	15
❖ PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS	16
❖ SCHOOL DISTRICT CONSULATIONS WITH DISTRICT INDIAN EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY COUNCILS AND TRIBAL, MUNICIPAL AND INDIAN ORGANIZATIONS.....	17
❖ INDIGENOUS RESEARCH AND EVALUATION MEASURES AND RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS.....	18
❖ Access to Native Language Programs.....	19
❖ CONCLUSION.....	20

Mission
We take PRIDE in what we do!
Through Perseverance, Respect, Integrity,
Diversity, and Excellence, we will inspire
our students to be successful today,
tomorrow, and forever.

EXECUTIVE SUMMARY

At Jemez Mountain Public School District, we are here to serve all students in our communities. We offer a wide variety of quality programs to meet the needs of each student. We have a highly qualified faculty to serve the academic needs of our students and a support staff who is here to help provide a safe and caring environment for each individual who is part of our school community.

Our curriculum is data driven and focuses on student achievement. We have high expectations for each student. We expect students to attend school regularly, put forth their best effort in each classroom, and respect the rights of each individual in our school community.

Additionally, we believe the “JEMEZ MOUNTAIN WAY” of Being Dependable, Being Prepared, Being Respectful, Being an Example, and Having Pride in our school community, will help provide the framework for individual and school success.

The goal of Jemez Mountain School District is, in partnership with students, parents, and the community, to educate and encourage all students to reach their full potential and become successful contributors to society.

INTRODUCTION

Jemez Mountain Public Schools is submitting this report as Per requirements of the Indian Education Act Per the Indian Education Act (IEA) Article 23A Indian Education, NMSA Section 22-23A-7 Report and IEA Rulemaking (Title 6, Chapter 25 Part 2.11) which states that districts that serve tribal students shall submit annual Tribal Education status reports. This report informs stakeholders of past and recent trends in education of New Mexico's American Indian students; gaps in education performance between American Indian students and other ethnicities; and data-driven decision making through the analysis of district wide data.

STATUTORY REQUIREMENTS

This section describes the laws and rules that apply to the Tribal Education Status Report in relevant part as follows:

22-23A-7. Report.

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

- (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
- (2) school safety;
- (3) graduation rates;
- (4) attendance;
- (5) parent and community involvement;
- (6) educational programs targeting tribal students;
- (7) financial reports;
- (8) current status of federal Indian education policies and procedures;
- (9) school district initiatives to decrease the number of student dropouts and increase attendance;
- (10) public school use of variable school calendars;
- (11) school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and
- (12) indigenous research and evaluation measures and results for effective curricula for tribal students.
- (13) Access to Native Language programs

STUDENT ACHIEVEMENT

Objective.

It is Jemez Mountain School District's desire and intent to use the assessment provided within the state of New Mexico to create data that is reflective of our ethnicity, gender, economic status, and disabilities.

Background. New Mexico assessments include the following areas: Reading K – 12, English Language Arts 4- 8: Math 4-4 8, Science 7-8, and Reading for students with disabilities, Math for student with disabilities a science for student with disabilities. Additional district testing will involve IMASSA testing cycle as well in the 20 – 21 school years.

Methods.

In 2020 – 2021 JMSD used the following variety of assessments to measure student achievement. The assessment ranged from the I Station reading (K3), New Mexico Standard- Based Assessment (SBA) Of Math and ELA (formerly PARCC), Dine Oral Language Assessment, and SBA Science, Elementary (4-5).

Results.

ISIP here

Results.

Using the above stated assessment data collectors, we can make the following points. Our Native American students continue to perform below the state average in reading, math, writing and science. This point should not be lost to the point that their deficits are not different in that all of our students performed below the state average.

Action Plan.

The district will continue to use these assessments to collect the data on a consistent platform. The district will continue to explore increase use of Professional Learning Communities to ensure that our teachers are using the most up to date teaching strategies with in the COVID world of today. Greater attention will be given to providing our students with outside resources to ensure virtual learning levels to be equal with other students in other school settings.

SCHOOL SAFETY

Objective.

It is the JMSD intent that all students be provided an environment to learn in free from threats of violence, bullying, sarcasm, and inequities.

Background.

JMSD is utilizing all state and federal dollars to provide a safe and healthy settings from COVID. Hand sanitizers in classrooms and restrooms, touchless paper towel dispensers, and other temperature checks have been implemented throughout the district. The district maintains that all required drill has been conducted, discussed, and corrected if necessary to ensure greater safety for staff and students.

Methods.

The district used PowerSchool as its recording device for student discipline infractions.

Results.

Put last year's data here. There is no real data due to COVID and virtual learning setting

Conclusion.

No real conclusion can be made due to COVID and non-student attendance (virtual classrooms)

Action Plan.

It is the intent and desire of the district to continue in path of implementing all policies and procedures of JMSD and the State of New Mexico to assure student safety.

GRADUATION RATES

Objective.

The district's graduation objective is to ensure that all Native American student are given the education necessary to excel in secondary school courses in preparation of graduation from high school with an New Mexico Diploma of Excellence.

Background.

New Mexico continue to implement its four-year cohort graduation rate initiated in 2009. The cohort adjustment continues to assist the understanding of those point of interest to help the students in achieving their high school diploma.

Methods.

Lybrook Elementary School is a K – 8 school. We do not collect data for graduation rates.

Results.

Not applicable.

Conclusion.

Not applicable

Action Plan.

JMSD will continue to strive in its growth in providing instructional programs that support student learning at the secondary level.

ATTENDANCE

Objective.

The objective is to increase our student attendance during the COVID and virtual learning era.

Background.

JMSD continues to pursue programs and resources that reduce the stress factors during the COVID times for our students.

Methods.

We utilized the 40th, 80th, and 120th day dat. The JMSD sent home 5, 7, 10- and 15-day absences letters to families. The district is implementing the new Tiered Attendance plan from NM PED.

Results.

Absences during the COVID times are har to document and track as virtual learning is difficult to check itself.

Conclusion.

Continued attention must be given to the virtual student attending our school district. Steps to promote more online learning is necessary.

Action Plan.

The district will venture further into the NM PED's Tier Attendance Plan in the upcoming year. The 5, 7, 10- and 15-day letters will be certified.

PARENT AND COMMUNITY INVOLVEMENT

Objective.

JMSD will continue to strive for greater parental involvement in parent teacher conferences, IEC meetings, and daily student interactions.

Background.

The importance of parent involvement can never be understated. Parental involvement is a direct contributor to increased attendance, academic performances, and a better prepared student for the life that awaits them after school.

Methods.

JMSD utilizes the following programs for increased communication: robo calls, 4 ½ week academic progress reports, quarterly report cards, ESSER Meetings, IEC Meetings, Academic improvement letters, and social medias.

Results.

Our rural setting has a significant impact on some of our communication efforts, Weather, road conditions, and parental job opportunities.

Conclusion.

Parent involvement has been impacted by the COVID elements a that we are now facing. We must increase our parental involvement while decreasing COVID impact.

Action Plan.

The district will continue to use social media platforms to reach out and touch our families. Attempting to secure greater internet resources for our rural setting will also continue to be experimented with.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective.

JMSD will continue to support the tribal and cultural objectives of our local community our daily efforts.

Background.

Through the Indian Education Act JMSD will support and and meet the educational and cultural academic needs of our Native American and Native Alaskan Students. As Native American students face the educational impacts of today world they are continuing the learning process in their own cultural and traditional worlds.

Methods.

The following have been and continue to be useful tools when working with our Native American students: STEAM, ReadyGen, IMASSA Dine Oral Language Proficiency and I Ready.

Results.

Lybrook Elementary will continue to work with NM PED's MLSS multi-tiered education plan.

Conclusion.

In general, our Native American continue to show steady participation.

Action Plan.

JMSD and Lybrook Elementary School will continue to offer Navajo Language Program through bilingual efforts.

FINANCIAL REPORTS

Objective.

The financial objective with public school funding is to ensure that the district provides the necessary operational resources to improve educational services to NM tribal students

Background.

New Mexico public school remains the same as it has been since the late 1960's and 1970's. It continues to close the gap between those districts who have more resources than other districts. The new formula is clearly designed to provide full equalization with other districts who have more financial monies than those who do not.

Methods.

Jemez Mountain Public Schools #56							
27150		From Date: 7/1/2020		To Date: 6/30/2021			
Fiscal Year: 2020-2021		<input type="checkbox"/> Subtotal by Collapse Mask	<input type="checkbox"/> Include pre encumbrance	<input type="checkbox"/> Print accounts with zero balance	<input checked="" type="checkbox"/> Filter Encumbrance Detail by Date Range		
		<input type="checkbox"/> Exclude Inactive Accounts with zero balance					
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Bud
27150.1000.51100.4010.056087.1416	SALARIES EXPENSE	\$0.00	\$18,333.71	\$18,333.71	(\$18,333.71)	\$0.00	(\$18,333.71) 0.00%
27150.1000.51100.4020.056087.1411	SALARIES EXPENSE	\$17,315.00	\$0.00	\$0.00	\$17,315.00	\$0.00	\$17,315.00 100.00%
27150.1000.52111.0000.000000.0000	EDUCATIONAL RETIREMENT	\$2,414.00	\$0.00	\$0.00	\$2,414.00	\$0.00	\$2,414.00 100.00%
27150.1000.52111.4010.056087.0000	EDUCATIONAL RETIREMENT	\$0.00	\$2,594.17	\$2,594.17	(\$2,594.17)	\$0.00	(\$2,594.17) 0.00%
27150.1000.52112.0000.000000.0000	ERA-RETIREE HEALTH	\$346.00	\$0.00	\$0.00	\$346.00	\$0.00	\$346.00 100.00%
27150.1000.52112.4010.056087.0000	ERA - RETIREE HEALTH	\$0.00	\$366.63	\$366.63	(\$366.63)	\$0.00	(\$366.63) 0.00%
27150.1000.52210.0000.000000.0000	FICA PAYMENTS	\$1,074.00	\$0.00	\$0.00	\$1,074.00	\$0.00	\$1,074.00 100.00%
27150.1000.52210.4010.056087.0000	FICA PAYMENTS	\$0.00	\$1,123.37	\$1,123.37	(\$1,123.37)	\$0.00	(\$1,123.37) 0.00%
27150.1000.52220.0000.000000.0000	MEDICARE PAYMENT	\$251.00	\$0.00	\$0.00	\$251.00	\$0.00	\$251.00 100.00%
27150.1000.52220.4010.056087.0000	MEDICARE PAYMENTS	\$0.00	\$262.72	\$262.72	(\$262.72)	\$0.00	(\$262.72) 0.00%
27150.1000.52312.4010.056087.0000	LIFE	\$0.00	\$25.17	\$25.17	(\$25.17)	\$0.00	(\$25.17) 0.00%
27150.1000.52313.4010.056087.0000	DENTAL	\$0.00	\$200.07	\$200.07	(\$200.07)	\$0.00	(\$200.07) 0.00%
27150.1000.52720.4010.056087.0000	WORKER'S COMPENSATION EMPLOYI	\$0.00	\$3.44	\$3.44	(\$3.44)	\$0.00	(\$3.44) 0.00%
27150.1000.55817.4020.056087.0000	STUDENT TRAVEL	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00 100.00%
27150.1000.56118.4020.056087.0000	GENERAL SUPPLIES AND MATERIALS	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00 100.00%
	FUNCTION: INSTRUCTION - 1000	\$23,400.00	\$22,909.28	\$22,909.28	\$490.72	\$0.00	\$490.72 2.10%
27150.2100.51300.0000.056087.1211	ADDITIONAL COMPENSATION	\$1,600.00	\$0.00	\$0.00	\$1,600.00	\$0.00	\$1,600.00 100.00%
	FUNCTION: SUPPORT SERVICES-STUDENTS - 2100	\$1,600.00	\$0.00	\$0.00	\$1,600.00	\$0.00	\$1,600.00 100.00%
Grand Total:		\$25,000.00	\$22,909.28	\$22,909.28	\$2,090.72	\$0.00	\$2,090.72 8.36%

Conclusion.

The JMSD Native American students are receiving their education. Cultural experiences are being provided as part of that educational experiences. Operational dollars are being added to those resources to enhance their experiences.

Action Plan.

JMSD will continue to use PTO and IEC committees to serve Native American students in Lybrook. These committees will continue to expand its reach into these aspects of traditional and cultural experiences.

*CURRENT STATUS OF FEDERAL INDIAN EDUCATION
POLICIES AND PROCEDURES*

Objective.

JMSD has an Indian education Committee to help direct and decide the strict staff review the Indian Education Policies and Procedures.

Background.

JMSD has had an Indian Education Committee for several years. The 2020- 2021 year provided unique challenges in meeting due to the COVID restrictions that were implemented.

Methods.

Indian Education Committee meets quarterly throughout the school year. The committee uses surveys and questionnaires to solicit input from the families in Lybrook.

Results.

Through the districts efforts we are able to provide assistance in the areas of projected need and concerns.

Conclusion.

COVID has hindered growth opportunities with policies and procedures. The two fore mentioned are in need of change and continual evolution of meeting the needs of our families.

Action Plan.

IEC will continue to explore and research avenues to gather information and implement the changes necessary to provide an enhanced educational experience.

*SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER
OF STUDENT DROPUTS AND INCREASE ATTENDANCE*

Objective.

To provide elementary student the educational opportunity to remain at their respective grade levels academically and to further deepen the desires for college and career readiness upon graduation.

Background.

New Mexico and the JMSD pursue programs that are strategic in meeting the needs of our at-risk populations. The working relationship between tribal entities and the public-school system is critical in meeting the needs of your students.

Methods.

Academic and socially appropriate identification and subsequent development is a continual process.

Results.

JMSD had no Native American students' dropout as per 20 -21.

Conclusion.

There are several opportunities for students to be identified and assisted through issues that could cause students to consider dropping out. Professionally trained individuals will provide professional assistance to those students.

Action Plan.

The operational framework that is already in place will provide the supports needed and necessary for our students.

*PUBLIC SCHOOL USE OF VARIABLE SCHOOL
CALENDARS*

Objective.

The variable school calendar objective allows for individual school districts to work with our local Native American students and their tribal affiliations.

Background.

New Mexico has a rich traditional and cultural relationship with the 22 different tribal governments. This relationship continues to expand and grow every year since its conception.

Methods.

Identification of the student's tribal affiliation and then participation in their tribal doings is encouraged and allowed.

Results.

Consultation between the JMSD and Navajo Tribal Council is designed and intended to create an understanding and acceptance culturally sensitive days off.

Conclusion.

JMSD will accommodate the Native American students' participation in their cultural and traditional doings and yet maintain its compliance with other New Mexico requirements.

Action Plan.

JMSD will continue to consult and work with tribal officials on a daily and necessary basis.

*SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN
EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY
COUNCILS AND TRIBAL, MUNICIPAL AND INDIAN
ORGANIZATIONS*

Objective.

School District Consultations ensures that New Mexico schools provide the platforms for the continuation of mutual understanding and respect for the need for further consultations.

Background.

New Mexico school districts who identified federally claimed Native American students residing on Indian lands must develop and implement policies and procedures with tribal officials and parents. The New Mexico Indian Education Act asserts that parents(s): families, tribal education departments of education, community-based organizations the PED, universities and tribal and str and local policymakers work together.

Methods.

Lybrook Elementary k – 8 holds quarterly IEC meetings in which Native American parents are encouraged to attend.

Results.

District representatives meet with the Tribal Council in the fall to discuss those items pertinent to the start of the present school year. The spring meetings will focus on discussions on Indian Policies and Procedures, funding applications, and budgets.

Conclusion.

There is a strong collaboration between the district and the Navajo Tribal Council.

Action Plan.

The meetings that have been taking place will continue.

*INDIGENOUS RESEARCH AND EVALUATION MEASURES AND
RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS*

Objective.

The research objective ensures that New Mexico receive adequate assistance for planning, development, implementation, and evaluation of curricula in native languages, culture, and history designed for tribal and by tribal students as approved by New Mexico tribe.

Background.

Indian Education has been and continues to strengthen the field of Native education research, data and best practices. The development of resources for Native Education researchers, evaluators, professors, and other who are working within Indian Education has been to improve education for our Native American students.

Methods.

A new curriculum was adopted and implementation began during the 2018 – 2019 school year. A more appropriate grade level expectations with the standards was identified and created.

Results.

The use of the DINE Language and Culture curriculum has been adopted to address instructional gaps and promote development of the Navajo language and culture.

Conclusion.

JMSD will continue the implementation of the DINE Language and Cultural curriculum with continued collaboration and planning with the Native Community Committee.

Action Plan.

The plan:

Refinement of pacing guides

Implementation of DINE Language and Culture Units

Increased focus on attendance

Increased parent involvement

Increased data collection and analysis

Increased professional development of staff and parents

Access to Native Language Programs

Objective.

Background.

Methods.

Results.

Conclusion.

Action Plan.

CONCLUSION

The desire of the Jemez Mountain School District TESR report is to provide all parties involved the information necessary to continue the coloration between the Tribal leaders and Indian Education personnel with eh information needed to have real and pertinent belief in the development of an educational system that benefits our Native American students. JMSD will gather and use all relevant material to draft policies and procedures that are friendly and useful to this process.