

**JEMEZ VALLEY PUBLIC SCHOOL DISTRICT
SAN DIEGO RIVERSIDE CHARTER SCHOOL**



Tribal Education Status Report

For School Year 2020-2021

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EXECUTIVE SUMMARY

INTRODUCTION

San Diego Riverside Charter School (SDRC) is located on tribal lands on Jemez Pueblo. The school serves a 100% American Indian student population in Grades K-8. All students qualify as at-risk and economically disadvantaged.

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.

- For the 2020-21 school year, New Mexico received an accountability waiver from the US Department of Education.
- This waiver exempts New Mexico from reporting many pieces of accountability data, including achievement data, due to the challenges presented by the pandemic.
- Given the low participation rates on statewide summative assessments, aggregated data from these assessments are not a reliable picture of academic achievement for New Mexico students.
- Given the low participation on the Measures of Student Success and Achievement (MSSA) PED will not produce school or district reports unless certain participation thresholds are met.
- This includes the assessments for science readiness (ASR) since no reports will be available to districts.

Background.

Methods.

Results.

Conclusion.

Action Plan.

SCHOOL SAFETY

Objective.

To ensure students in New Mexico schools attend safe, secure, and peaceful schools.

Background.

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

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

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

Methods.

1. School Climate Environment: School obtained information in this section from the School Safety Plan as approved by NMPED in 2020.

School is located on tribal lands. Tribal consultation efforts taken to ensure a safe school environment and crisis response plan developed with Tribal authorities are reflected in the School Safety Plan.

- Culturally Responsive Instruction – School utilizes PAX, a culturally responsive approach to student learning and school climate in Grades K-8. All staff receive training in PAX.
- School Climate – School promotes a healthy and safe environment and abides by the Safety Plan protocols regarding prevention, protection, mitigation, response, and recovery.
- Family/Community Involvement – Safety Plan outlines the role of families and community in keeping the school and students safe. In addition, school is periodically visited by Pueblo viscale specifically assigned to address student safety.

2. Student Infractions: As part of the school discipline system, school utilizes Culturally Responsive Approach to student infractions consistent with the values and traditions of the Pueblo. Students and families share in the process of reconciling school infractions that restore community. Only refusals to participate in the process result in the report of school infractions.

Results.

School Safety Plan was modified over the course of the 2020-21 school year to include all COVID-19 Safety Protocols as issued by CDC, DOH, NMPED, and Jemez Health and Human Services.

Additionally, school complied with Tribal authorities in the closure of the Pueblo throughout the pandemic to the current day.

School reported no infractions by grade level for the 2020-21. While consistent with school discipline policy, school recognizes that it may not be in compliance with school reporting obligations to the state.

Conclusion.

School remains committed to observe Pueblo Stay At Home Orders in the development and adherence to the Remote Learning Plan. School is prepared to remain in Remote Learning until the Pueblo Stay at Home Orders are lifted.

Action Plan.

School remains committed to adhering to established Safety Plan. Additionally, school committed to observe Jemez Pueblo Stay At Home Orders in the development and adherence to the Remote Learning Plan. School is prepared to remain in Remote Learning until the Pueblo Stay at Home Orders are lifted.

GRADUATION RATES

Objective.

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

Background.

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

Methods.

None. School serves Grades K-8 only.

Results.

None. School serves Grades K-8 only.

Conclusion.

None. School serves Grades K-8 only.

Action Plan.

None. School serves Grades K-8 only.

ATTENDANCE

Objective.

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

Background.

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

Methods.

School utilized attendance information in two categories: Habitually Truant Rate and Attendance Rate.

School disaggregated and analyzed student attendance rate for the past five years by grade level but not by ethnicity since all students attending school are of American Indian descent.

Data was compared between elementary and middle school students.

Mobility between different school systems was captured.

Results.

Habitually Truant Rate: 13%, based on internal school calculations separate from STARS

Attendance Rate: 87%

Mobility Rate: 7% (7 out of 96 enrolled students for 2020-21 School Year).

Leading indicators for low attendance included 1) substance abuse in parent household, 2) unstable living conditions at student household(s), and 3) lack of priority in getting students to school on time daily by parent/guardians.

Conclusion.

Student absences are tied directly to substance abuse and unstable living conditions in family households. These families are not receptive to standard supports and accountability models provided by school.

Families demonstrate a pattern of disenrolling students from school which hold parents accountable for student attendance and then enrolling their students in schools to begin the process anew. Students with the worst absences move from school to school throughout the same school year. In addition to missing instruction, students in this pattern never experience continuity within a school year which impacts their learning.

The prevalence of other schools within a 30 minute drive of this school makes “school hopping” an easy option for parents seeking to escape accountability for low student attendance.

Action Plan.

School has not found a way to effectively address student absences in households suffering from substance abuse and or unstable living conditions. These families are not receptive to standard supports and accountability models provided by school.

School will review and revise School Attendance Policy and explore ways to include supports for parents to diminish risk of parents disenrolling students from school when addressed about low student attendance.

School will explore ways to incorporate and/or align tribal truancy policies, procedures, tribal authorities including viscales to provide supports which can help increase student enrollment and diminish absences.

PARENT AND COMMUNITY INVOLVEMENT

Objective.

Ensure that parents, local schools, the tribal department of education, and community-based organizations work together to improve educational opportunities for Native American students through parental and community involvement.

Background.

Parent involvement in education has been proven to benefit students, parents, teachers, and schools. When parents participate in their children's education, the result is an increase in student academic achievement as well as improvement in the student's overall attitude and school behavior. There is also improvement in attendance along with less bullying and fewer discipline problems overall. Academically, parental involvement has correlated with higher aspirations, improved attitudes, increased interest in science among adolescents, increased language achievement, and sustained achievement gains.

Methods.

Top 5 impactful program and/or activities tailored to support American Indian students, parents and communities at school:

1. SDRCS hosts regularly occurring events to involve parents and the community in the education of children and strengthening of family bonds. These include Parents' Night, Fall Carnival, Thanksgiving Luncheon, Christmas Program, Indigenous Week activities, and End of Year Picnic as well as special events coordinated throughout the year. Additionally, parents have a practice of inviting teachers and students to their homes on traditional days to experience traditional food and customs. None of these activities took place during the 2020-21 school year due to the pandemic. Jemez Pueblo continues to be under lockdown. When possible, these events were offered online via Zoom.
2. Parent-Teacher Organization organizes activities, parent information events, and fund raising and provides support at sporting events and throughout the year at celebratory events.
3. Student-led conferences are held in middle school with parent survey distribution.
4. School social media page provides stream of back-and-forth communication between school and parents.

Results.

1. No annual events took place during the pandemic.
2. The pandemic prevented the PTO from bringing large groups of parents together. Normal fundraising which would take place during sports events were also cancelled due to the pandemic.
3. Student-led conference format increased parent attendance at conferences from 30% to 98% each year since its introduction in 2015. Parent survey data indicate overwhelming support for the student-led format with a majority of parents indicating the format yielded a "good" understanding of their children's progress.
4. School Facebook page has 131 members; announcements are viewed by an average of 80 members within 24 hours of posting; a majority of parent members visit this site for up-to-

date announcements and information and to request information from site administrators.

Conclusion.

The pandemic precluded nearly all community gathering for any purpose. School was restricted to virtual gatherings which could not replace social or cultural events throughout the year.

Action Plan.

SDRCS will focus on restoring relationships with community as Covid and Tribal restrictions allow.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective.

The tribal students' educational programs objective is to recognize and support the unique cultural and educational needs of Native American students enrolled in public schools and charter schools.

Background.

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

Methods.

School education programs and activities tailored to support academic and cultural achievement for American Indian students are as follows:

1. Research-based Native Language and Culture curriculum collaboratively developed in 2008 among pueblo schools and revised annually.
2. Accelerated Reader research-based reading intervention with STAR assessment.
3. Technology-based self-paced career and technical education program (Easytech from Learning.com) required for middle-school students with embedded formative and summative assessments.

Results.

Curriculum achieves increasingly smooth integration of Jemez Pueblo language and cultural elements with mandated Common Core standards components. Modification of calendar supports and enhances integration.

Conclusion.

SDRCS provides an exceptionally culturally relevant, technology rich integrated curriculum together with effective targeted interventions.

Action Plan.

SDRCS will work in collaboration with Towa language-speaking educational assistants, the Towa Language Team, and Native American staff to systematize implementation of the Native Language and Culture curriculum to ensure consistency, vertical articulation, accountability, and continuous improvement.

FINANCIAL REPORTS

Objective.

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

Background.

The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available.

Prior to the creation of the current formula, school funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering.

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

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

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

Methods.

School serves a 100% American Indian student population. As a result, 100% of allocated fund equitably support American Indian students.

Conclusion.

School serves a 100% American Indian student population. As a result, 100% of allocated fund equitably support American Indian students.

Action Plan.

School's operational resources meet the needs of enrolled students. School greatly benefited from funds provided by Indian Education Grant and will continue to apply for this grant yearly.

CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES

Objective.

The objective of Indian policies and procedures (IPP) is to ensure that New Mexico schools provide adequate tribal consultations with regard to the basic support payment requirements under the federal Impact Aid regulations.

Background.

Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding 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 New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VIII Impact Aid funding requirements.

Methods.

School Indian Policy and Procedures follow Section 7003 of the Impact Aid Program:

1. Give the tribal officials and parents of Indian children an opportunity to comment on whether Indian children participate on an equal basis with non-Indian children in the educational program and activities provided by the school;
2. Assess the extent to which Indian children participate on an equal basis with non-Indian children served by the school;
3. Modify, if necessary, its educational program to ensure that Indian children participate on an equal basis with non-Indian children served by the school;
4. Disseminate relevant applications, evaluations, program plans, and information related to the educational programs of the school in sufficient time to allow the tribes and parents of Indian children an opportunity to review the materials and make recommendations on the needs of the Indian children and how the school may help those children realize the benefits of the school's education programs and activities;
5. Gather information concerning the Indian community views education issues, including the frequency, location and time of meetings;
6. Notify the Indian parents and tribes of the locations and times of meetings;
7. Consult and involve tribal officials and parents of Indian children in the planning and development of the school's educational programs and activities; and
8. Modify the IPPs, if necessary, based upon an assessment by the tribes and parents of the effectiveness of their input regarding the development and implementation of the IPPs.

Waiver Requirements

For any year in which a school receives a written statement from the Indian tribe or tribes whose children attend the school that the school need not comply with the IPP requirements because the tribe(s) is satisfied with the school's provision of educational services to such children, the school must include the written statement with its application in lieu of IPPs. This statement constitutes a waiver of the IPP requirements of the school for that year.

Compliance

The LEA should review its IPPs annually to ensure compliance with statutory and regulatory requirements.

Tribal consultation periods are year-round. ESSA consultations and implementation periods follow the school year. Implementation periods are on a yearly basis following the school calendar.

School Indian Education Committee and Parent Advisory Committee are involved in the process.

Results.

No summary of IPP consultations with Jemez Pueblo is available for a 3-5 year period. School cannot confirm compliance for the duration of this time frame.

Numerous factors account for this:

- Prior school leadership never kept records of yearly IPP consultations.
- Consultations with Jemez Pueblo are not determined by school. Consultations take place at the behest of tribal officials.
- When tribal consultations take place, IPP consultations are not part of the meeting Agendas.
- Since all students attending school are of American Indian heritage, there is no question as to whether American Indian students participate on an equal basis with non-American Indian students leading to lack of consultation in this and other areas.
- Tribe determines Indian education programs of school.

Conclusion.

A formalized calendar of IPP consultations must be established between school and Jemez Pueblo.

Action Plan.

School will formalize IPP process with Jemez Pueblo.

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

Objective.

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

Background.

New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an “at-risk” factor in the state’s funding formula to assist in addressing the issue.

The assurance of collaboration and engagement from educational systems and pueblos/ tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students’ success in school.

Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Methods.

School serves a 100% American Indian student population Grades K-8. All students at school qualify as at-risk. As such, school does not disaggregate data by ethnicity. School does not have drop out data for students in grades K-8.

School validates information if a student 1) does not re-enroll; 2) has an invalid transfer, but 3) taking the GED is not an option for students at school.

While the school does not have drop outs, it tracks habitual truancy and analyzes the underlying causes. School tracked Late Arrival (Tardies) and Early Dismissal (students checked out more than 15 minutes prior to the end of the school day).

Results.

Using data, school accurately measured Lost Instructional Time for each student as a result of Late Arrival and Early Dismissals. Fully 13% of school enrollment demonstrated pattern of attendance qualifying for Habitually Truant.

Top three indicators for student absences included 1) substance abuse in parent household, 2) unstable living conditions at student household(s), and 3) lack of priority in getting students to school on time daily by parent/guardians.

Data was presented to parents during Parent Teacher Conferences. Impact to student(s)’ education was communicated to parents in terms of Days and Hours of Lost Instructional Time

along with an estimate of how many days of instruction will be lost if pattern continues. Teachers communicated to parents how absences at the beginning and end of a school day impact learning in Core Content classes.

Roughly half of Habitually Truant families responded positively to data and successfully improved attendance for their student. However, other families did not respond at all or were hostile to actions taken by school to increase attendance for their student.

Families with the highest number of student absences were referred to tribal and state authorities which resulted in the disenrollment of the student from the school. In some cases, students were enrolled in other schools within short time frames. In other cases, students did not attend school for months before being enrolled in other schools.

Conclusion.

School is working with Jemez Pueblo Truancy Officer. Jemez Pueblo has policy in place which involves parents reporting to tribal courts as part of process to resolve student absences from school. School is reluctant to utilize this option as parents are prone to disenroll students from school and enroll students at other schools or not enroll the student at all.

Action Plan.

School will review and revise School Attendance Policy and explore ways to include supports for parents to diminish risk of parents disenrolling students from school when addressed about low student attendance.

School will explore ways to incorporate and/or align tribal truancy policies, procedures, tribal authorities including viscales to provide supports which can help increase student enrollment and diminish absences.

School will strategically place Targeted Intervention Instruction at the beginning and end of school day for the 2020-21 school year to alleviate Lost Instructional Time in Core Content classes.

PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

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 Native American students' lives. By using variable school calendars, schools directly address their Native American students' cultural and family responsibilities and enhance these students' ability to more regularly attend their public school.

Background.

New Mexico has a rich Native American history and culture that cultivates the 22 tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of Native American students.

Native American education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. The 35,000-plus students who represent the NM tribes and pueblos and other tribes from throughout the United States, who attend over 185 public schools and charter schools in the State of New Mexico, were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003.

Methods.

SDRCS's school calendar is determined by, and aligned with, the Jemez Pueblo cultural calendar. SDRCS administration and staff develop the yearly calendar in consultation with both male and female tribal members to ensure accommodation, encouragement, and, when required or appropriate, participatory support of all cultural and traditional events. In addition to the highlighted items in the chart below, SDRCS accommodates unscheduled traditional days as needed, sometimes by using a scheduled holiday as an instructional day.

Results.

SDRCS solicits and applies input from Jemez tribal leadership (including religious leadership), community representatives, administration, staff, and the SDRCS Governing Council to establish needed traditional days within the required overall calendar to ensure that minimum instructional time is met while accommodating all tribal cultural events. SDRCS routinely incorporates at least 100 extra instructional hours above the minimum while still building a yearly calendar that reflects a commitment to the support and maintenance of Jemez cultural traditions.

Conclusion.

The incorporation of cultural/traditional days in the school's yearly calendar allows students to participate in their sacred tribal traditions, thereby contributing to their cultural knowledge and education as well as to the strengthening of tribal connections. Many school activities are structured to incorporate cultural elements as SDRCS exists first and foremost to nurture Jemez cultural development in our students. The use of a variable school calendar has always been the foundation for culturally relevant educational planning since SDRCS opened as a charter school in

1999.

Action Plan.

SDRCS will continue to utilize tribal input in the development of each yearly calendar, incorporating flexibility to adapt to tribal imperatives and unexpected cultural needs as they arise.

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

Objective.

The district consultations ensure that New Mexico schools provide a means of developing mutual understanding of educational programs and collaborate with Tribal entities to find ways to improve educational opportunities for American Indian students.

Background.

Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. Additionally, the New Mexico Indian Education Act asserts that parent(s); families; tribal departments of education; community-based organizations; the Public Education Department; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students.

Methods.

Tribal “consultation” occurs primarily through monthly meetings with the Jemez Pueblo Department of Education. School’s Indian Education Committee representatives participate in meetings held monthly throughout the year. School representatives, along with those of other local schools including Jemez Valley Public Schools, Walatowa Charter School, and Walatowa Headstart.

Additionally, Jemez Department of Education hosts a Joint Professional Development twice yearly in September and June of the school year through funds provided by W. K. Kellogg Foundation. Instructional staff attend both events and receive professional development in Indian Education, language immersion, and language assessment among others.

Parent Advisory Committee was not in place at school for the past two years. An effort to renew the Committee was successful and Committee provides active monthly participation in school decision making.

School collaborates with Jemez Health and Human Services providing mental health services for referred students.

School is in the process of establishing working Equity Councils.

Results.

Collaborations with Jemez Department of Education are often not true “collaborations.” School is not involved in the decision-making process of any consultations with Jemez Pueblo. Instead, decisions are made within Jemez Pueblo Department of Education or within Tribal Administration up to and including the Pueblo Governors. School is informed of the decision of the Pueblo and school is expected to comply. Communication is one way. When two-way communication is attempted, response by Jemez Department of Education is often evasive, non-transparent, sidetracked, obfuscated, or vague. Further attempts for collaboration result in accusations that school is not in compliance with tribal sovereignty and multiple threats of removal of tribal support from school and the end of its charter. Tribal leadership has called for the removal of school leadership and its board members rather than pursue opportunities for true collaboration. Pattern of adversarial conduct against school by JPDOE representatives is not restricted to school and extends to other schools and community stakeholders who request two-way communication, true collaboration, and transparent answers to questions of Pueblo decision-making.

Collaboration opportunities with Pueblo Governors are well received and productive, but rarely transpire as Pueblo Governors do not interact directly with school.

Conclusion.

Adversarial relations between Jemez Pueblo Department of Education and school are not productive in meeting the needs of students at school. School continues to reach out to Jemez Pueblo Department of Education to safeguard opportunities for school, staff, students, and community collaboration especially in regards to Memorandum of Understanding of W. K. Kellogg Grant.

Action Plan.

A primary goal of school is to establish two-way communication and actual collaboration with Jemez Department of Education. Re-orienting monthly meetings around Accountability Frameworks for the Indian Education Act, Equity Council Needs Assessments, and Indian Policy and Procedures provides a common ground for collaboration and ensures progress in all areas of Tribal Education are addressed.

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

Objective.

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

Background.

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

Methods.

Currently, school utilizes the teaching of the unwritten Towa language in grades K-8. Through the Indian Education Grant, school hired three Education Assistants licensed in Native Language and Culture to deliver Language Immersion in Grades K-3 for the past three years. EAs assist non-Towa speaking instructors by translating English instruction into Towa for the benefit of students, all of whom are members of Jemez Pueblo. In addition, Education Assistants are responsible for the delivery of Cultural Heritage instruction for one hour daily.

Results.

School does not have an assessment to determine growth in Towa language. Towa Language Assessments do exist and are the property of Jemez Pueblo Department of Education (JPDOE). JPDOE is no longer allowed to test SDRCS students for failure to comply with MOE with school and for testing students outside the parameters of the grant and for testing students without prior notification to parents.

Conclusion.

While school has supported fulfilled its commitment to Language Immersion in grades K-3 through an MOU with JPDOE, school cannot make any conclusions with regards to the effectiveness of Towa Language instruction as it is not in possession of any data resulting from its relationship with Jemez Pueblo Department of Education.

Action Plan.

Indigenous models in Tribal heritage language development, Indigenous research, evaluation measures, and curricula including culture and history will continue to be supported in school.

Access to Native Language Programs

Objective.

This section is a new addition to IED’s objective which will be provided in the statewide TESR report. Quoting from Indian Education Act, “it is imperative that native language and bilingual programs are part of a schools’ development plan”.

Background.

The ability to access native language programs was added to the Rule of the Indian Education Act in 2019, and will become a part of the statewide IED TESR: 22-23A-5 (E2) *provide assistance to school districts and New Mexico tribes in planning, development, implementation and evaluation of curricula in native language, culture and history designed for all students, including American Indian and*

Methods.

Currently, no native language classes are offered by school. In prior years, school offered Towa Language Arts instruction as part of its Bilingual Multicultural Education Program. This instruction was delivered by 2 Teachers and 3 Education Assistants who were licensed in 520 Native American Language and Culture. School enrolled 80 students all of whom were of Native American heritage.

Results.

During the 2020-21 school year, W. K. Kellogg Foundation developed a Towa Language Assessment for Jemez Pueblo (POJ). An MOU existed between Jemez Pueblo Department of Education (JPDOE) and school to provide “Language Immersion” instruction for students K-2, but did not include the use of a “Towa Language Assessment” to test any students at school. During the 2020-21 school year, school discovered that students K-8 were being tested with the language assessment without authorization of the school and in violation of an MOU at the direction of the JPDOE director. This testing was in violation of the MOU between SDRCS and JPDOE and operated outside the scope of the Kellogg grant which applied only to Grades K-2. In retaliation, JPDOE Director withdrew from MOU with school and denied Kellogg funding to the school in defiance of orders issued by Pueblo Governors.

Conclusion.

Since Pueblo of Jemez (POJ) allows JPDOE and its Director to determine who is allowed to pursue 520 NALC licenses, all 520 NALC licenses but one (school custodian) held by teachers and EAs have expired and not been renewed despite re-applying with Pueblo of Jemez.

Annual elections of Pueblo Governors resulted in a new administration with the current POJ Governor being a relative of the JPDOE Director. Together, along with many relatives of the JPDOE director, an effort to misinform school parents of current language offerings ensued along with several attempts to replace and remove administration and governance council.

Pueblo elders, cultural icons, and informed parents rebuked all individuals involved in the staged insurrection against school, its administration, and governance council and were held to account.

In response, POJ has begun a “Language Immersion School” and enrolled former students and employees of SDRCS. Enrollment and staffing at the “Immersion School” is limited to the relatives of the JPDOE Director

Action Plan.

School will wait until January 2022 to renew 520 NALC application for school teachers and EAs when a new administration comes into office for Pueblo of Jemez. Upon renewal, school will resume Towa Language Arts Instruction.

Until then, school will continue with ESL/ELD instruction for all EL students at school as part of its Bilingual Multicultural Education Program.

CONCLUSION
