

Dear Sir/Madam,

This letter is written to communicate the ways in which the Rio Rancho Public School District has actively, and repeatedly engaged in good-faith efforts for tribal consultation. We serve students from all nations, pueblos, and tribes within New Mexico, as well as federally recognized tribes from all over the world. For tribal consultation, our district Tribal Education Status Report is completed annually and posted on our district website, as well as the NMPED-Indian Education Division website.

In addition, efforts are made to meet with local tribal education coordinators, with inconsistent reciprocal communication, though slight improvements with some entities are noted. We reach out through phone, email, and even in person. Some challenges faced continue to include: high turnover rates of tribal education coordinators resulting in limited experience, knowledge and responsiveness; lack of signatory authority from tribal leadership to the tribal education coordinators; limited time span cited by tribal education coordinators due to transition times related to new tribal leadership tenures; relatively few numbers of shared students (which solicits a response from tribal coordinators that “there aren’t that many students”), etc.

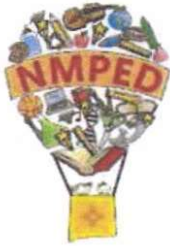
We currently have a Memorandum of Agreement (MOA) in place with the Pueblo of Santa Ana (attached). In process is an MOA with the Pueblo of San Felipe, though there has not been a response from the tribal coordinator since August 2018.

Additionally, we meet regularly with our Native American Parent Advisory Committee at the district and school level. These meetings include our school based Native American liaisons, district staff, parents, extended family members, and students. Included in these attachments are notes, materials, resources, and sign-in sheets from the district wide meetings.

We will continue to make good-faith efforts to consult and collaborate with our tribal entities to support our students.

Sincerely,

Suzanne Nguyen
Executive Director of Federal, Bilingual, and Native American Programs
(505) 962-1127



Affirmation of Tribal Consultation for Local Educational Agencies

This Affirmation of Tribal Consultation document must be submitted to the School Budget and Finance Analysis Bureau on an annual basis as part of the Local Educational Agency's (LEA's) budget submission and to the Indian Education Division on a semi-annual basis.

The purpose of the Tribal consultation process is to create opportunities for LEAs and Tribal Leaders to work together to improve positive outcomes for Native American students.

Name of LEA: Rio Rancho Public Schools
Superintendent: Dr. V. Sue Cleveland
Contact Phone: (505) 896-0667
District Coordinator of Tribal Consultation (Federal Programs Director, Indian Education Director; Tribal Liaison, etc): Suzanne Nguyen
Contact Phone: (505) 962-1127
Contact Email: suzanne.nguyen@rrps.net
Tribal Leader or Designee: <i>Patricia Gionnie, Asst. Superintendent (A).</i>
Contact Phone: <i>(928) 871-7475</i>
Contact Email: <i>patriciagonnie@wndode.org</i>

Check here if the Tribe or Tribal organizations did not respond to the LEA's repeated good-faith efforts for tribal consultation. Please describe the consultation efforts below and attach any accompanying documentation to this form (emails, letters, etc.)

If consultation occurred, check the boxes and comment on topics discussed during the consultation process:

<input checked="" type="checkbox"/> How students' academic, cultural and linguistic needs will be identified and supported	<input checked="" type="checkbox"/> Parental Engagement
<input checked="" type="checkbox"/> Services that will be offered to support students' academic, cultural and linguistic needs	<input checked="" type="checkbox"/> Federal Title Programs
<input checked="" type="checkbox"/> Plan for delivery of services	<input checked="" type="checkbox"/> State grants opportunities
<input type="checkbox"/> Timeline of when services will be assessed and evaluated and communicated to Tribal partners	<input checked="" type="checkbox"/> Funding and equitable allocation of resources
<input checked="" type="checkbox"/> Student Needs Assessment	<input type="checkbox"/> Systemic Framework
<input type="checkbox"/> Accountability Tool	<input type="checkbox"/> State Seal of Bilingualism-Biliteracy on Diploma of Excellence - Tribal Language Proficiency Certification for Students (High School Only)
<input type="checkbox"/> Other topics?	


Affirmation and Signatures

We agree that timely and meaningful consultation occurred prior to the submission of this Affirmation of Tribal Consultation document. We agree that we have participated in timely and meaningful discussion on the programs, budget and available resources below, but not limited to:

<input checked="" type="checkbox"/> Understanding Title I: Parts A, C and D	A. Improving Basic Programs Operated by State and Local Educational Agency C. Education of Migratory Children D. Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
<input checked="" type="checkbox"/> Understanding Title II, Part A	Supporting Effective Instruction
<input checked="" type="checkbox"/> Understanding Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement

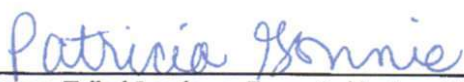
<input checked="" type="checkbox"/> Understanding Title IV, Parts A & B	A: Student Support and Academic Enrichment Grants B: 21 st Century Community Learning Centers
<input type="checkbox"/> Understanding Title V, Part B Subpart 2	Rural and Low Income School Program
<input checked="" type="checkbox"/> Title VI, Part A, Subpart 1	Indian Education Formula Grants to Local Educational Agencies
<input type="checkbox"/> Title VII, Impact Aid	Indian Policies and Procedures Assurance tribal/parent input, Public Hearings, written input
<input checked="" type="checkbox"/> State grant opportunities	Indian Education Act Indigenous Education Initiative Bilingual Multicultural Education Program Other-PED Grants
<input checked="" type="checkbox"/> Others:	ESSER III McKinney Vento NM Ed errant

V. Sue Cleveland
Printed Name of Superintendent or Designee


Signature of Superintendent or Designee

3-31-2022
Date

Patricia Gonnie
Printed Name Tribal Leader or Proxy (with signed letter)


Signature Tribal Leader or Proxy (with signed letter)

3.31.22
Date

Each LEA must maintain this document in the agency's records and forward to the Indian Education Division and School Budget and Finance Analysis Bureau, this document shall be kept on file with the district's budget submission. For questions or more information, please contact the Indian Education Division at (505) 476-0545.



Navajo Nation Tribal Consultation

FALL 2021

Rio Rancho Public Schools

Dr. V. Sue Cleveland, Superintendent

Suzanne Nguyen, Executive Director of Federal, Bilingual, and Native American Programs

Thursday, October 28, 2021



Presentation Overview:

- District Demographics
- Latest information related to all applicable Title programs/funds (award + primary expenditures)
- Programs and Services related to Navajo students (mental health, career and technical support/classes, bilingual education, Navajo language, etc.)
- Data overview
- Community Engagement
- Partnerships
- COVID-19: current status, updates, mitigation efforts, etc.
- Discussion on how the Navajo Nation and DODE can support RRPS efforts

District Demographics

Demographic	Data
Current School/District Enrollment (Count):	17,508 students (current, including Pre K)
Native American Students (Count and Percentage):	Primary race: 950 students Secondary: 952 students Tertiary: 141 students Total: 2,043 students
Diné (Navajo) Students (Count and Percentage):	603 students 29.5 % of our Native American students 3.4% of all our students
Free and Reduced meals (Count and Percentage): Direct Certification (Count and Percentage):	16,662 (student snapshot count, 20-21 EOY) 6,037 students, 36.2% 6,770 students, 40.63%

Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

Total Amount Awarded: \$2,196,081.45	Year Received: 2021-2022
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Primary Spending Plan: The Rio Rancho School District funds public schools with the highest percentages of children from low-income families (Title I Schools). All Title I designated schools operate schoolwide programs, using Title I funds to upgrade their entire educational programs to improve achievement for all students, particularly the lowest-achieving students. The majority of funds go toward staffing costs. Remaining dollars are used for supplemental programs and materials including tutoring, professional learning, and supplies. The district sets aside 1% of the award to go toward parental involvement, \$3000 for McKinney-Vento qualifying students, \$1000 for transportation for children in foster care with Best Interest Determination. The remainder is allocated to schools for implementation of the “Turnaround Principles for Priority, Focus and Strategic Title I Schools”.

2021-2022 Title I designated schools

Elementary (grades K-5): Colinas del Norte, Cielo Azul, Ernest Stapleton, Joe Harris, Maggie Cordova, Martin Luther King Jr., Puesta del Sol, Rio Rancho, Vista Grande

Middle (grades 6-8): Eagle Ridge, Lincoln, Rio Rancho

High (grades 9-12): Independence

Notes:

Title II, Part A: Preparing, Training, Recruiting School leaders, Supporting Effective Instruction

Total Amount Awarded: \$384,657.02	Year Received: 2021-2022
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Primary Spending Plan: Title II funds are used to support professional development/learning opportunities for our staff in all areas, including core instruction, Culturally and Linguistically Responsive Instruction, serving English Learners, serving students with disabilities, cultural competency, academic and social-emotional layered supports for the well-being of each and every student, trauma informed practice, social emotional learning, integration of technology to enhance the learning experience for all students, etc. Additionally, we offer a tuition reimbursement program to offset costs for individuals seeking additional licenses and/or endorsements in highly needed areas including: TESOL and bilingual endorsements, educational leadership, and core content areas. We also use Title II dollars to support onboarding and retention of new teachers to the district to ensure that these individuals are prepared and equipped to be successful educators through designated professional learning days prior to the beginning of their contract, and are continuously supported throughout the year through a formal mentor/mentee partnership and district facilitated meetings every other month.

Notes:

Title III, Part A: English Language Acquisition, Language Enhancement, Academic Achievement Act, Native Language Assessment

Total Amount Awarded: \$66,516.66

Year Received: 2021-2022

Primary Spending Plan: In Rio Rancho Public Schools, we offer structured English Learner supports through two primary program models:

- Content based support with the classroom teacher(s) and English Language Development Coordinator
- Pull out sheltered language supports with the English Language Development Coordinator

We take pride in ensuring that the diverse needs of all students are met. Each and every one of us, including parents, teachers, educational assistants, and school administration are key players in supporting all students, including English Learners. We believe our students deserve the best education. Languages are an asset. We ensure every English Learner student receives the language support services that he/she needs to become proficient in English.

Funds are used to support ELD professional learning, additional ELD support staffing, tutoring and district program scholarships for EL students, and supplies and materials.

Notes:

Title IV, Part A: Student Support and Academic Enrichment Grants

Total Amount Awarded:	Year Received:
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Primary Spending Plan: In the event of extenuating circumstances with students who have presented as harm to self or others, students will be referred to an outside mental health agency for targeted support (free to the family). Additionally, a team of ambassadors at each campus helps to build capacity and understanding of supporting our students in a holistic manner that is customized to individual needs (academic as well as behavioral), if possible, we provide supplemental staffing at our schools with the highest percentages of children from economically disadvantaged households; a spanish bilingual licensed school counselor is available to all students in the district in need of school counselor support provided in Spanish and English. This position is housed at Puesta del Sol Elementary, where the highest concentration of Spanish speaking students and families are within our school district; an additional teacher helps to reduce the class size, and increase the opportunities for students to received direct targeted instructional support in core content areas, including English Language Development through the core instruction aligned to the NM Content Standards at Eagle Ridge middle school.

Notes:

Title VI: Identification of NA/AI

Total Amount Awarded: \$153,347

Year Received: 2021-2022

Primary Spending Plan: The district organizes activities to support the unique cultural and educational needs of Native American children, and increase the level of cultural awareness within our community.

- The Native American Summer Academy is typically a two-week Academy for Native students. The academy focuses on instilling a sense of unity and community among urban native youth, along with providing an educational, cultural and enriching experience.
- Assistance with Lab Fees, ACT, SAT, and AP Exam Fees, and general school supplies.
- Community events such as the RRPS Annual Powwow.
- Continued collaboration with community agencies supporting our NAPAC mission.
- Navajo language dual credit opportunities for high school students
 - Rio Rancho Public Schools has successfully collaborated with the Institute of American Indian Arts for the dual credit opportunities to offer Tribal language programs. We are currently seeking opportunities to expand the language and culture course offerings to include Navajo Government, and the various dialects of Keres.
 - We have offered Navajo Language as a dual credit course since the Spring 2017 semester. Since then, we have been able to increase the number of courses and increase accessibility by including a virtual option, a course within the bell schedule, and one outside of the bell schedule. This course is open to high school students across the district, regardless of the school registered at.
 - Students are taught by an enrolled member of the Navajo Nation, who is also a NMPED licensed educator. An approved syllabus is followed, created by and with the Institute of American Indian Arts. Instructional practices and pedagogy is culturally and linguistically responsive to the needs of the students within each section.

Each school is different; therefore, the format and structure of the program is tailor-designed to meet the student needs within the context of each school. Each school has a Native American Liaison who serves as an additional resource for Native American students, and may coordinate academic and/or cultural opportunities for students. Different activities for students may include: enrichment, tutoring, homework help, and/or clubs. In addition, help with finding scholarships for post-secondary education and academic advisory are offered at each high school. Current programs operate in-class or out of class, in small or large groups.

Notes:

ESSER III

Total Amount Awarded: \$15,876,138.46

Year Received: 2021-2024

Primary Spending Plan:

- Eleven virtual teachers (3 elementary and 8 secondary) for two school years (2022-2024) to continue to offer a high quality educational opportunity for students who are unable to, or uncomfortable with in-person teaching and learning; 2 contract Social Workers, 2 contract SLPS, 1 contract diagnostician, 1 contract psychologist - Related Services Recovery Needs. Our goal remains to provide engaging learning opportunities and supportive environments within a guaranteed and viable curriculum. Instructional methodologies and materials are research based, with continuous job-embedded professional learning. Whether students are learning via 100 percent virtual or in-person instruction, RRPS is committed to maintaining a guaranteed and viable curriculum. In order for all students to have this equal opportunity to learn, the curriculum and instruction departments facilitate alignment of written, taught, and assessed elements of the district's curriculum. Teachers will continue to use applicable instructional materials to facilitate teaching and learning. Curriculum teams and professional learning communities (PLC) have identified essential standards and created revised scope and sequence documents to ensure that the curriculum is viable in the various models of teaching and learning (virtual or in-person).
- Set-aside amount for supplies, materials, and scholarships for special populations prioritized at the federal and state level including economically disadvantaged, students with disabilities, Native American, English Learners, and students experiencing homelessness. Scholarships (which go toward the cost of staffing) for tuition, registration, and fees for eligible students for district based supplemental educational opportunities such as credit recovery, summer programs, out of school learning opportunities, and weekend or evening courses.
- Purchase, retrofit and install air filtration systems (HVAC) to improve the indoor air quality in school facilities; and replace/upgrade older HVAC systems to MERV 13 compatible systems.

Notes:

MCKINNEY VENTO

Total Amount Awarded: \$30,000.00

Year Received: 2021-2022

Primary Spending Plan: *\$3000 is set aside from our Title I award to supplement this program.*

- Scholarships awarded to SAFE Program. Provides help to struggling parents with supervised childcare. Ensures attendance and stability.
- Necessary and Incidentals Purchase Program. Provides school supplies and incidental items necessary to perform academically. Shoes, clothes, hygiene items.
- Summer Supply Bag provides student with the necessities for the summer months while not in school.
- Cap and Gown scholarship
- Credit Recovery scholarships
- Tutoring support. Provides tutoring for students needing support to achieve proficiency in Math and ELA test scores.
- Transportation allows students to continue to attend the school of origin regardless of boundaries.

Number of Students Affected:

2018-19: 133

2019-20: 86

2020-21: 96

Notes:

NM Indian Education Act Grant

Total Amount Awarded: \$90,000

Year Received:

Primary Spending Plan: Rio Rancho Public Schools uses operational resources to ensure that resources are applied to equitable services for all students, including the unique needs of American Indian students' educational opportunities. In addition, the school district applies for the New Mexico Indian Education Act grant. Our focus is on district level programs to support the following priority areas as identified by the New Mexico Public Education Department-Indian Education Division:

- improving educational opportunities for Native American students to keep them engaged in school and on a pathway to college and/or career success
- improve student outcomes by strengthening culturally responsive learning environments

These funds are used for the full time Native American liaison positions at our two comprehensive high schools with a focus on lowering drop out and increasing graduation rates, stipends for Native American liaisons, and to supplement the supply cost reimbursement program. This frees up Title VI funds for increased targeted support for eligible students with a 506 form on file.

Notes:

Data: Staffing (as of the end of the 2020-2021 school year)

40 RRPS staff members are self-reported as Native American, breakdown below representing Acoma, Cochiti, Jemez, Laguna, Nambe, Navajo, Santa Ana, Santo Domingo, and other:

- 1 administrator (Navajo)
- 27 teachers, grades preK-12
 - 18 general education (7 Navajo)
 - 6 special education (2 Navajo)
 - 3 specialty areas (1 Navajo)
- 12 educational assistants, pre K-12 (1 Navajo)

Notes:

Data: Chronic Absenteeism and Dropout Rates

2020-2021 Chronic Absenteeism Rate: 0.24%

2019-2020 Student Dropout Rate (one year lagged)

Ethnicity	2019-2020 Drop Gr. 7-12	2019-2020 Overall % Rate
American Indian/Alaskan Native	*	*
Asian	*	*
Black or African American	*	*
Caucasian	16	0.6%
Hispanic	44	0.9%
Multiracial	*	*
Native Hawaiian or Other Pacific Islander	*	*

Notes:

Data: Attendance

Attendance Rate: The attendance rate for RRPS Native American students is comparable with the district’s rate for all students, with the exception of the school year 2020-2021 with a notable difference of 3.3 percentage points.

	<i>20-21</i>	<i>19-20</i>	<i>18-19</i>	<i>17-18</i>	<i>16-17</i>	<i>15-16</i>
Statewide All Students	*	90.6%**	93.9%**	94.1%**	95.1%**	95.2%
RRPS All Students	92.3%	93.3%	93.9%	92.4%	94.3%	94.7%

Statewide Native American Students	*	90.9%**	92.5%**	92.9%**	92.8%**	92.3%
RRPS Native American Students	89.0%	91.8%	92.4%	91.6%	93.3%	93.8%

*The Statewide Attendance rate data was unavailable at the time of developing this presentation.

**This data was collected from the most recent NMPED-IED TESR available

Rio Rancho Public Schools makes every effort to support Native American students with their self-identity, language, and culture by providing students opportunities to maintain a sense of connectedness to cultural practices. Communication between the pueblo leadership with RRPS allows students to attend cultural activities without negatively affecting student achievement.

Notes:

Data: Proficiency and Accountability

For the 2020-2021 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.

These common measures are an integral part of the state's school grading system, measures of school growth, and student growth.

We are using perception survey data, classroom observations, curriculum based measures, and schoolwide administered assessment data to help measure learning outcomes and inform educational practices.

Notes:

Data: Student infractions

From an overall perspective, Rio Rancho Public Schools and all NM schools have been successful in keeping most of their students and employees safe from harm. The perception of risk at these schools is often greater than the actual risk incurred. However, many schools do face serious problems of on-campus violence and criminal activity. It is important to develop an understanding of these problems so that the best possible strategies can be devised to prevent crime and increase school safety. Noteworthy is that this was during the COVID-19 pandemic, so any and all other data would not be a fair comparison to the unique school year presented in this report.

Grade	All Students	Native American Students
K-5	*	0
6	18	0
7	28	0
8	17	*
9	39	*
10	*	*
11	*	*
12	*	*

Notes:

Data: Graduation Growth and Rate

RRPS began with a baseline rate (district data along the right hand side) that already exceeded that of the state in 2016 (statewide data in upper left table), and have already exceeded the statewide goal for 2022. However, we will continue to implement state support systems and initiatives to improve the graduation rate for our Native American students as well as all students.

FOUR -YEAR ADJUSTED COHORT GRADUATION RATE IN PERCENTAGES, CURRENT & GOAL		
Subgroup	Baseline 2016	Goal 2022
All Students	71	85
Economically disadvantaged students	67	82
Students with disabilities	62	79
English learners	67	82
Caucasian	76	88
Hispanic	71	84
Asian/Pacific Islander	81	91
American Indian	63	79
African-American	61	78

Notes:

Subgroup	2017-2018	2018-2019	2019-2020
All Students	85.4%	89%	88.3%
American Indian Students	83.9%	92%	83.5%

Reason Not Graduating	Total
Excused - Death transferred out, migrated, foreign	*
Still Enrolled	*
Withdrawn - dropout/outcome unknown	*
Total	11

Community Engagement

Rio Rancho Public Schools hosts organized activities directed toward involving families and the community in their children's education. Based on feedback gathered from students, parents, and community members through measures including anecdotal notes, observations, and perception feedback through surveys, programs are refined and improved in efforts of continuous improvement. The number one priority is to support the needs of our students. We achieve this through a comprehensive approach leveraging all of our resources and directing support appropriately. District and statewide data provides a good indicator in the effectiveness of these programs and efforts.

Notes:

Partnerships

Rio Rancho Public Schools has actively and repeatedly engaged in good-faith efforts for tribal consultation. We serve students from all nations, pueblos, and tribes within New Mexico, as well as federally recognized tribes from all over the world. Some examples of this consultation are attending Pueblo of Jemez Governor meetings and communicating with tribes regarding COVID quarantines and lockdowns.

We also meet regularly with our Native American Parent Advisory Committee at the district and school level. There are a minimum of 5 district level meetings throughout the year, occurring the second Tuesday of the following months: September, November, January, March, and May. These meetings include our school based Native American liaisons, district staff, parents, extended family members, and students. Additional meetings are offered as requested by the Native American Parent Advisory Committee (NAPAC) board. This provides various opportunities for consultations with parents, community and tribal entities to occur on an as needed basis and upon request.

Finally, we continue to engage in systematic professional development opportunities for all staff. The end goal is to give staff training in an effort to promote cultural sensitivity as well as gain perspective to appropriately and responsively interact with our Native American students.

Notes:

COVID-19

Rio Rancho Public Schools - School Reentry Information 2021-2022 [\(website link\)](#)

Parents had the choice of in-person or fully virtual options. We continue to offer a hybrid model of learning at Rio Rancho Cyber Academy, which pre existed the pandemic.

Virtual and in-person comparison (as of 9/13/2021)

All students (PreK-12): 17,538 students **Native American students:** 2,058 students (11.7%)

Virtual *All:* 527 students

Native American: 76 students (14.4%)

In-Person *All:* 17,011 students

Native American: 1,982 students (11.7%)

Notes:

Discussion: How can the Navajo Nation/DODE support RRPS efforts?



‘Ahxéhee’ — Thank you!



Navajo Nation Tribal Consultation

SPRING 2022

Rio Rancho Public Schools

Dr. V. Sue Cleveland, Superintendent

Suzanne Nguyen, Executive Director of Federal, Bilingual, and Native American Programs

Wednesday, March 30, 2022



UPDATED

Presentation Overview:

- District Demographics
- Staffing
- COVID-19
- *Programs & Services (CTE, Bilingual Ed., Diné Language & Culture, etc.)*
- *Event highlights*
- *Additional topics and open Q&A*



District Demographics (as of 3/29/22)

Demographic	Data
Current School/District Enrollment (Count):	17,548 students (current, including Pre K)
Native American Students (Count and Percentage):	Primary race: 923 students Secondary: 966 students Tertiary: 147 students Total: 2,036 students
Diné (Navajo) Students (Count and Percentage):	600 students 29.5 % of our Native American students 3.4% of all our students
Free and Reduced meals (Count and Percentage): Direct Certification (Count and Percentage):	17,252 (student snapshot count, 21-22 120-day) 3,967 students, 23.0% 7,081 students, 41.04%

Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

Total Amount Awarded: \$2,196,081.45 Year Received: 2021-2022

Primary Spending Plan: The Rio Rancho School District funds public schools with the highest percentages of children from low-income families (Title I Schools). All Title I designated schools operate schoolwide programs, using Title I funds to upgrade their entire educational programs to improve achievement for all students, particularly the lowest-achieving students. The majority of funds go toward staffing costs. Remaining dollars are used for supplemental programs and materials including tutoring, professional learning, and supplies. The district sets aside 1% of the award to go toward parental involvement, \$3000 for McKinney-Vento qualifying students, \$1000 for transportation for children in foster care with Best Interest Determination. The remainder is allocated to schools for implementation of the “Turnaround Principles for Priority, Focus and Strategic Title I Schools”.

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Elementary (grades K-5): Colinas del Norte, Cielo Azul, Ernest Stapleton, Joe Harris, Maggie Cordova, Martin Luther King Jr., Puesta del Sol, Rio Rancho, Vista Grande

Middle (grades 6-8): Eagle Ridge, Lincoln, Rio Rancho

High (grades 9-12): Independence

Notes:

Title II, Part A: Preparing, Training, Recruiting School leaders, Supporting Effective Instruction

Total Amount Awarded: \$384,657.02	Year Received: 2021-2022
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Primary Spending Plan: Title II funds are used to support professional development/learning opportunities for our staff in all areas, including core instruction, Culturally and Linguistically Responsive Instruction, serving English Learners, serving students with disabilities, cultural competency, academic and social-emotional layered supports for the well-being of each and every student, trauma informed practice, social emotional learning, integration of technology to enhance the learning experience for all students, etc. Additionally, we offer a tuition reimbursement program to offset costs for individuals seeking additional licenses and/or endorsements in highly needed areas including: TESOL and bilingual endorsements, educational leadership, and core content areas. We also use Title II dollars to support onboarding and retention of new teachers to the district to ensure that these individuals are prepared and equipped to be successful educators through designated professional learning days prior to the beginning of their contract, and are continuously supported throughout the year through a formal mentor/mentee partnership and district facilitated meetings every other month.

Notes:

Title III, Part A: English Language Acquisition, Language Enhancement, Academic Achievement Act, Native Language Assessment

Total Amount Awarded: \$66,516.66

Year Received: 2021-2022

Primary Spending Plan: In Rio Rancho Public Schools, we offer structured English Learner supports through two primary program models:

- Content based support with the classroom teacher(s) and English Language Development Coordinator
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We take pride in ensuring that the diverse needs of all students are met. Each and every one of us, including parents, teachers, educational assistants, and school administration are key players in supporting all students, including English Learners. We believe our students deserve the best education. Languages are an asset. We ensure every English Learner student receives the language support services that he/she needs to become proficient in English.

Funds are used to support ELD professional learning, additional ELD support staffing, tutoring and district program scholarships for EL students, and supplies and materials.

Notes:

Title IV, Part A: Student Support and Academic Enrichment Grants

Total Amount Awarded: \$210,768.11

Year Received: 2021-2022

Primary Spending Plan: In the event of extenuating circumstances with students who have presented as harm to self or others, students will be referred to an outside mental health agency for targeted support (free to the family). Additionally, a team of ambassadors at each campus helps to build capacity and understanding of supporting our students in a holistic manner that is customized to individual needs (academic as well as behavioral), if possible, we provide supplemental staffing at our schools with the highest percentages of children from economically disadvantaged households; a spanish bilingual licensed school counselor is available to all students in the district in need of school counselor support provided in Spanish and English. This position is housed at Puesta del Sol Elementary, where the highest concentration of Spanish speaking students and families are within our school district; an additional teacher helps to reduce the class size, and increase the opportunities for students to received direct targeted instructional support in core content areas, including English Language Development through the core instruction aligned to the NM Content Standards at Eagle Ridge middle school.

Notes:

Title VI: Identification of NA/AI

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Year Received: 2021-2022

Primary Spending Plan: The district organizes activities to support the unique cultural and educational needs of Native American children, and increase the level of cultural awareness within our community.

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 - We have offered Navajo Language as a dual credit course since the Spring 2017 semester. Since then, we have been able to increase the number of courses and increase accessibility by including a virtual option, a course within the bell schedule, and one outside of the bell schedule. This course is open to high school students across the district, regardless of the school registered at.
 - Students are taught by an enrolled member of the Navajo Nation, who is also a NMPED licensed educator. An approved syllabus is followed, created by and with the Institute of American Indian Arts. Instructional practices and pedagogy is culturally and linguistically responsive to the needs of the students within each section.

Each school is different; therefore, the format and structure of the program is tailor-designed to meet the student needs within the context of each school. Each school has a Native American Liaison who serves as an additional resource for Native American students, and may coordinate academic and/or cultural opportunities for students. Different activities for students may include: enrichment, tutoring, homework help, and/or clubs. In addition, help with finding scholarships for post-secondary education and academic advisory are offered at each high school. Current programs operate in-class or out of class, in small or large groups.

Notes:

ESSER III

Total Amount Awarded: \$15,876,138.46

Year Received: 2021-2024

Primary Spending Plan:

- Eleven virtual teachers (3 elementary and 8 secondary) for two school years (2022-2024) to continue to offer a high quality educational opportunity for students who are unable to, or uncomfortable with in-person teaching and learning; 2 contract Social Workers, 2 contract SLPS, 1 contract diagnostician, 1 contract psychologist - Related Services Recovery Needs. Our goal remains to provide engaging learning opportunities and supportive environments within a guaranteed and viable curriculum. Instructional methodologies and materials are research based, with continuous job-embedded professional learning. Whether students are learning via 100 percent virtual or in-person instruction, RRPS is committed to maintaining a guaranteed and viable curriculum. In order for all students to have this equal opportunity to learn, the curriculum and instruction departments facilitate alignment of written, taught, and assessed elements of the district's curriculum. Teachers will continue to use applicable instructional materials to facilitate teaching and learning. Curriculum teams and professional learning communities (PLC) have identified essential standards and created revised scope and sequence documents to ensure that the curriculum is viable in the various models of teaching and learning (virtual or in-person).
- Set-aside amount for supplies, materials, and scholarships for special populations prioritized at the federal and state level including economically disadvantaged, students with disabilities, Native American, English Learners, and students experiencing homelessness. Scholarships (which go toward the cost of staffing) for tuition, registration, and fees for eligible students for district based supplemental educational opportunities such as credit recovery, summer programs, out of school learning opportunities, and weekend or evening courses.
- Purchase, retrofit and install air filtration systems (HVAC) to improve the indoor air quality in school facilities; and replace/upgrade older HVAC systems to MERV 13 compatible systems.

Notes:

MCKINNEY VENTO

Total Amount Awarded: \$30,000.00

Year Received: 2021-2022

Primary Spending Plan: *\$3000 is set aside from our Title I award to supplement this program.*

- Scholarships awarded to SAFE Program. Provides help to struggling parents with supervised childcare. Ensures attendance and stability.
- Necessary and Incidentals Purchase Program. Provides school supplies and incidental items necessary to perform academically. Shoes, clothes, hygiene items.
- Summer Supply Bag provides student with the necessities for the summer months while not in school.
- Cap and Gown scholarship
- Credit Recovery scholarships
- Tutoring support. Provides tutoring for students needing support to achieve proficiency in Math and ELA test scores.
- Transportation allows students to continue to attend the school of origin regardless of boundaries.

Number of Students Affected:

2018-19: 133

2019-20: 86

2020-21: 96

Notes:

NM Indian Education Act Grant

Total Amount Awarded: \$90,000

Year Received: 2021-2022

Primary Spending Plan: Rio Rancho Public Schools uses operational resources to ensure that resources are applied to equitable services for all students, including the unique needs of American Indian students' educational opportunities. In addition, the school district applies for the New Mexico Indian Education Act grant. Our focus is on district level programs to support the following priority areas as identified by the New Mexico Public Education Department-Indian Education Division:

- improving educational opportunities for Native American students to keep them engaged in school and on a pathway to college and/or career success
- improve student outcomes by strengthening culturally responsive learning environments

These funds are used for the full time Native American liaison positions at our two comprehensive high schools with a focus on lowering drop out and increasing graduation rates, stipends for Native American liaisons, and to supplement the supply cost reimbursement program. This frees up Title VI funds for increased targeted support for eligible students with a 506 form on file.

Notes:



Data: Staffing (as of the 2021-2022 120-day reporting period)

48 RRPS staff members are self-reported as Native American, breakdown below representing Acoma, Cochiti, Jemez, Mescalero Apache, Nambe, Navajo, Santa Ana, Santo Domingo, and other:

- 1 administrator (Navajo)
- 2 school counselors
- 1 activities director
- 2 specialized support staff
- 26 teachers, grades preK-12
 - 18 general education (6 Navajo)
 - 6 special education
 - 2 specialty areas (1 Navajo)
- 16 educational assistants, pre K-12 (3 Navajo)

Notes:

Data: Chronic Absenteeism and Dropout Rates

2020-2021 Chronic Absenteeism Rate: 0.24%

2019-2020 Student Dropout Rate (one year lagged)

Ethnicity	2019-2020 Drop Gr. 7-12	2019-2020 Overall % Rate
American Indian/Alaskan Native	*	*
Asian	*	*
Black or African American	*	*
Caucasian	16	0.6%
Hispanic	44	0.9%
Multiracial	*	*
Native Hawaiian or Other Pacific Islander	*	*

Notes:

Data: Attendance

Attendance Rate: The attendance rate for RRPS Native American students is comparable with the district's rate for all students, with the exception of the school year 2020-2021 with a notable difference of 3.3 percentage points.

	<i>20-21</i>	<i>19-20</i>	<i>18-19</i>	<i>17-18</i>	<i>16-17</i>	<i>15-16</i>
Statewide All Students	*	90.6%**	93.9%**	94.1%**	95.1%**	95.2%
RRPS All Students	92.3%	93.3%	93.9%	92.4%	94.3%	94.7%
Statewide Native American Students	*	90.9%**	92.5%**	92.9%**	92.8%**	92.3%
RRPS Native American Students	89.0%	91.8%	92.4%	91.6%	93.3%	93.8%

*The Statewide Attendance rate data was unavailable at the time of developing this presentation.

**This data was collected from the most recent NMPED-IED TESR available

Rio Rancho Public Schools makes every effort to support Native American students with their self-identity, language, and culture by providing students opportunities to maintain a sense of connectedness to cultural practices. Communication between the pueblo leadership with RRPS allows students to attend cultural activities without negatively affecting student achievement.

Notes:

Data: Proficiency and Accountability

For the 2020-2021 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.

These common measures are an integral part of the state's school grading system, measures of school growth, and student growth.

We are using perception survey data, classroom observations, curriculum based measures, and schoolwide administered assessment data to help measure learning outcomes and inform educational practices.

Notes:

Data: Student infractions

From an overall perspective, Rio Rancho Public Schools and all NM schools have been successful in keeping most of their students and employees safe from harm. The perception of risk at these schools is often greater than the actual risk incurred. However, many schools do face serious problems of on-campus violence and criminal activity. It is important to develop an understanding of these problems so that the best possible strategies can be devised to prevent crime and increase school safety. Noteworthy is that this was during the COVID-19 pandemic, so any and all other data would not be a fair comparison to the unique school year presented in this report.

Grade	All Students	Native American Students
K-5	*	0
6	18	0
7	28	0
8	17	*
9	39	*
10	*	*
11	*	*
12	*	*

Notes:

Data: Graduation Growth and Rate

RRPS began with a baseline rate (district data along the right hand side) that already exceeded that of the state in 2016 (statewide data in upper left table), and have already exceeded the statewide goal for 2022. However, we will continue to implement state support systems and initiatives to improve the graduation rate for our Native American students as well as all students.

FOUR - YEAR ADJUSTED COHORT GRADUATION RATE IN PERCENTAGES, CURRENT & GOAL		
Subgroup	Baseline 2016	Goal 2022
All Students	71	85
Economically disadvantaged students	67	82
Students with disabilities	62	79
English learners	67	82
Caucasian	76	88
Hispanic	71	84
Asian/Pacific Islander	81	91
American Indian	63	79
African-American	61	78

Notes:

Subgroup	2017-2018	2018-2019	2019-2020
All Students	85.4%	89%	88.3%
American Indian Students	83.9%	92%	83.5%

Reason Not Graduating	Total
Excused - Death transferred out, migrated, foreign	*
Still Enrolled	*
Withdrawn - dropout/outcome unknown	*
Total	11

Community Engagement

Rio Rancho Public Schools hosts organized activities directed toward involving families and the community in their children's education. Based on feedback gathered from students, parents, and community members through measures including anecdotal notes, observations, and perception feedback through surveys, programs are refined and improved in efforts of continuous improvement. The number one priority is to support the needs of our students. We achieve this through a comprehensive approach leveraging all of our resources and directing support appropriately. District and statewide data provides a good indicator in the effectiveness of these programs and efforts.

Notes:

Partnerships

Rio Rancho Public Schools has actively and repeatedly engaged in good-faith efforts for tribal consultation. We serve students from all nations, pueblos, and tribes within New Mexico, as well as federally recognized tribes from all over the world. Some examples of this consultation are attending Pueblo of Jemez Governor meetings and communicating with tribes regarding COVID quarantines and lockdowns.

We also meet regularly with our Native American Parent Advisory Committee at the district and school level. There are a minimum of 5 district level meetings throughout the year, occurring the second Tuesday of the following months: September, November, January, March, and May. These meetings include our school based Native American liaisons, district staff, parents, extended family members, and students. Additional meetings are offered as requested by the Native American Parent Advisory Committee (NAPAC) board. This provides various opportunities for consultations with parents, community and tribal entities to occur on an as needed basis and upon request.

Finally, we continue to engage in systematic professional development opportunities for all staff. The end goal is to give staff training in an effort to promote cultural sensitivity as well as gain perspective to appropriately and responsively interact with our Native American students.

Notes:

COVID-19



Rio Rancho Public Schools - School Reentry Information 2021-2022 ([website link](#))

Parents had the choice of in-person or fully virtual options. We continue to offer a hybrid model of learning at Rio Rancho Cyber Academy, which pre existed the pandemic.

Virtual and in-person comparison (as of 3/29/2022)

All students (PreK-12): 17,548 students **Native American students:** 2,036 students (11.6%)

Virtual *All:* 506 students

Native American: 60 students (11.8%) - 22 Navajo

In-Person *All:* 17,042 students

Native American: 1,976 students (11.6%) - 578 Navajo

Notes:

Programs and Services

- Community engagement events
- Before and after school programs
- Native American Heritage month and week
- Senior Banquet
- District RRPS Native American Pageant
- RRPS Annual Powwow
- Native American Summer Academy
- Dual Credit Indigenous Language Courses in partnership with the Institute of American Indian Arts
- Supply and exam fee reimbursements
- Native American liaison at every campus (preK-12)
- RRPS Native American Programs [brochure](#)
- Liaisons [contact list](#)

Navajo Language and Culture - Courses

**IAIA – Rio Rancho Public Schools
Dual Credit Courses**



Navajo I

NAVJ 101 – Monday to Friday - 12:40pm -1:38pm In Person

This course introduces Navajo speech forms, meta-linguistic skills, the Navajo alphabet, vocabulary, and the grammatical structure of simple and complex sentences.

Navajo I – Online Course

NAVJ 101 – Monday and Wednesday - 3:00pm – 4:30pm

This course introduces Navajo speech forms, meta-linguistic skills, the Navajo alphabet, vocabulary, and the grammatical structure of simple and complex sentences.

We are looking to add a
Navajo Government course.

Meeting the Needs of ALL Students

Our high schools offer:

- 42 different student clubs and organizations
- 18 CTE Programs (and growing)
- 11 Fine Arts Programs
- 19 Athletic Programs
- Educators Rising



Building for the Future: Career Technical Education

- December 23, 2021 RRPS acquired the Alliance Data building. A 74,000 square foot facility that will house the future CTE School.
- The District also purchased the adjacent vacant land, 10.5 acres, for future development.





5th Annual Rio Rancho Public Schools Native American Pageant 2021-2022

November 16, 2021
Rio Rancho High School PAC



Pageant judges and newly crowned royalty. From left to right: Autumn Montoya - Miss Indian New Mexico LIII, Yanibaa Johnson - Jr. Miss Indian RRPS, Pharrah Clark - Miss Indian RRPS, Danielle Delgarito - Middle School Miss Indian RRPS Ambassador, Niagara Rockbridge - Miss Navajo Nation, Leilani Tenorio - Miss Indian New Mexico Teen VII



Danielle demonstrates how to bake bread during the talent portion of the pageant.



Pharrah, playing violin during the talent portion of the pageant.



The Winterfest parade float featuring Pharrah, Miss Indian RRPS and Yanibaa, Jr. Miss RRPS took home third place.



Pharrah Clark

Miss Indian RRPS, Diné/Laguna



9th grade

Rio Rancho High School

“I am proud to have parents and family that support me in everything I want to do. They keep me disciplined and remind me to never forget where I came from. I am from two different tribes, Navajo Nation and Laguna Pueblo. I am proud to be Indigenous.”



Yanibaa Johnson

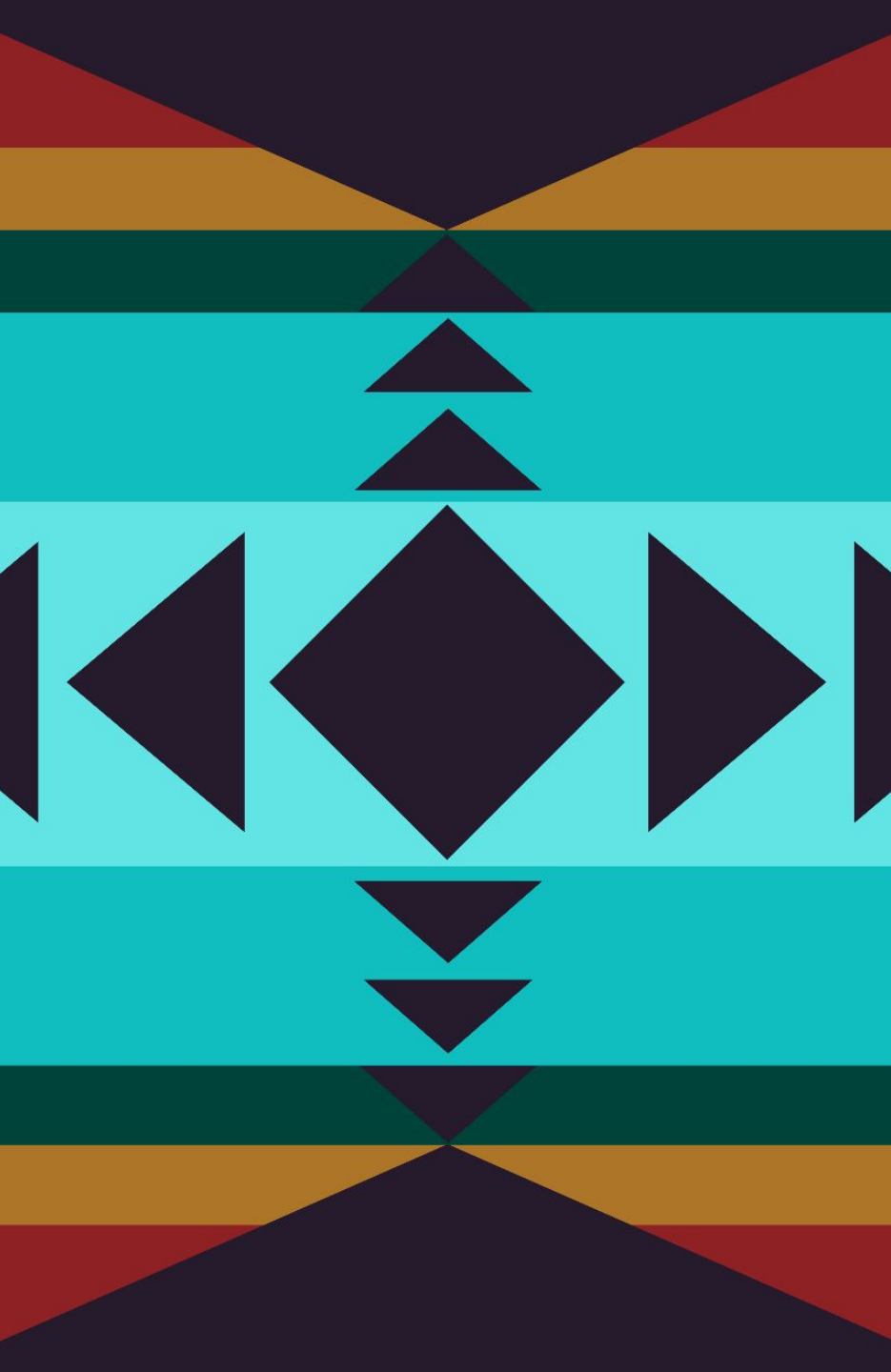
Jr. Miss Indian RRPS, Diné



12th grade
Rio Rancho High School

“I want to represent my people, a culture that is dying and not well known. I want to bring awareness to all indigenous cultures.”





Danielle Delgarito

*Middle School Miss Indian RRPS Ambassador,
Diné*

8th grade

Rio Rancho Middle School

“I want to keep our (Diné) language alive! For myself to know a language that is unique and saying it from the heart is a way I can represent myself. This is another way that I would make our people proud of who I am and where I come from.”





FREE • Family-Friendly • Grand Entries 1 p.m. & 6 p.m. • Food, Vendors, Raffles & More!

2022 RRPS 14th Annual
POWWOW
Saturday, April 23
11 a.m. to 8 p.m.

Join us as we celebrate Native American heritage and culture at Rio Rancho High School's Track and Field, located at 301 Loma Colorado Blvd NE in Rio Rancho.

Specials: Head Boy coming into the circle Northern dance special - Prizes - All ages, Head Lady Jingle special - Prizes - All ages, and Tiny Tots.

Student Art Contest: [Flier](#) | [Submit Entries Here](#)

- Host Drum Groups:**
- Northern - White Bull Singers
 - Southern - Southwest Singers

- Head Staff:**
- Head Gourd - Earl Neconie, Kiowa
 - Head Man - Ryland Jim, Hopi/Diné
 - Head Lady - Leilani Tenorio, Kewa/Diné
 - Head Boy - Jayme Bad Warrior Jr., Diné/Cheyenne River Lakota
 - Head Girl - Bridget Sunshine Tsosie-Hohenstein, K'awaika/Kewa/Diné/Dakota

Master of Ceremonies:
Terry Pecos, Jemez

Arena Director:
Phillip Moosomin, Cree/Santo Domingo

For Questions, contact suzanne.nguyen@rrps.net
Become a Vendor: [Vendor Information & Agreement](#)

14th Annual RRPS Powwow

HEAD STAFF

Head Gourd: Earl Neconie, Kiowa

Head Man: Ryland Jim, Hopi/Dine

Head Lady: Leilani Tenorio, Santo Domingo

Head Boy: Jayme Badwarrior Jr., Diné/Cheyenne River Lakota

Head Girl: Bridget Sunshine Tsosie-Hohenstein,

K'awaika/Kewa/Dine/Dakota

HOST DRUM GROUPS

Northern: White Bull Singers

Southern: Southwest Singers

Master of Ceremonies: Terry Pecos, Jemez

Arena Director: Philip Moosomin, Cree/Santo Domingo

Annual Powwow Art Contest



*2019 Art Contest Winner
Mikayla Toddy*

2022 RRPS POWWOW ART EXTRAVAGANZA

- **Art mediums:** drawing, painting, sculpture, etc.
- **School categories:** elementary, middle, high



The deadline is **Friday, April 15**. First- and second-place winners will be announced during the Powwow on **Saturday, April 23**.

Submit Your Artwork [Here!](#)



Native American Summer
Academy Event:
**MAKE AND TAKE
ART FUN**

*Join us at the RRPS Curriculum
and Instruction Training Center,
500 Laser Rd NE, for a virtual
session with a guest artist.
Afterward, supplies will be
available so you can create your
own art.*

**10 A.M. TO NOON
SATURDAY, APRIL 9**

For more information, contact
Kelly Pearce:
kelly.pearce@rrps.net

Class of 2022 Senior Recognition

Date: Wednesday, April 20, 2022

Time: 5:30pm - 7:30pm

Location: Sky Room Campus Park, 2516 King Blvd.
NE, 87144

MC and Motivational Speaker: Monica Jojola

2022
class of 22



Additional topics and open Q&A



‘Ahxéhee’ — Thank you!

Attendance Data, by school

(All, Native American - attendance data for Navajo only is not available)

Cielo Azul Elementary - 93.56%, 94.84%

Colinas del Norte Elementary - 92.97%, 96.83%

Enchanted Hills Elementary - 94%, 95.32%

Ernest Stapleton Elementary - 94.27%, 95.11%

Joe Harris Elementary - 95.64%, 91.03%

Maggie Cordova Elementary - 93.19%, 95.59%

Martin Luther King Jr. Elementary - 93.40%, 96.95%

Puesta del Sol Elementary - 93.15%, 93.94%

Rio Rancho Elementary - 93.53%, 87.48%

Sandia Vista Elementary - 95.77%, 92.76%

SpaRRk Academy - 96.58%, 97.13%

Vista Grande Elementary - 93.49%, 93.59%

Eagle Ridge Middle - 92.09%, 90.97%

Lincoln Middle - 92.56%, 84.6%

Mountain View Middle - 92.80%, 94.48%

Rio Rancho Middle - 92.31%, 92.13%

Cleveland High - 89.83%, 88.24%

Independence High - 93.53%, 49.24%

Rio Rancho Cyber Academy - 94.20%, 100%

Rio Rancho High - 90.07%, 84.02%

Diné Graduation Data - Class of 2022

Cleveland High - 25 graduates

Rio Rancho High - 13 graduates

Independence High - 5 graduates

Rio Rancho Cyber Academy - 3 graduates

All of our Diné are set to graduate, with none off track.



Affirmation of Tribal Consultation for Local Educational Agencies

This Affirmation of Tribal Consultation document must be submitted to the School Budget and Finance Analysis Bureau on an annual basis as part of the Local Educational Agency's (LEA's) budget submission and to the Indian Education Division on a semi-annual basis.

The purpose of the Tribal consultation process is to create opportunities for LEAs and Tribal Leaders to work together to improve positive outcomes for Native American students.

Name of LEA: Rio Rancho Public Schools
Superintendent: Dr. V. Sue Cleveland
Contact Phone: (505) 896-0667
District Coordinator of Tribal Consultation (Federal Programs Director, Indian Education Director, Tribal Liaison, etc): Suzanne Nguyen
Contact Phone: (505) 962-1127
Contact Email: suzanne.nguyen@rrps.net
Tribal Leader or Designee: GOVERNOR GABRIEL GALWAN
Contact Phone: (505) 867-3304
Contact Email: governor@ziapueblo.org

Check here if the Tribe or Tribal organizations did not respond to the LEA's repeated good-faith efforts for tribal consultation. Please describe the consultation efforts below and attach any accompanying documentation to this form (emails, letters, etc.)

If consultation occurred, check the boxes and comment on topics discussed during the consultation process:

<input checked="" type="checkbox"/> How students' academic, cultural and linguistic needs will be identified and supported	<input checked="" type="checkbox"/> Parental Engagement
<input checked="" type="checkbox"/> Services that will be offered to support students' academic, cultural and linguistic needs	<input checked="" type="checkbox"/> Federal Title Programs
<input checked="" type="checkbox"/> Plan for delivery of services	<input checked="" type="checkbox"/> State grants opportunities
<input type="checkbox"/> Timeline of when services will be assessed and evaluated and communicated to Tribal partners	<input checked="" type="checkbox"/> Funding and equitable allocation of resources
<input type="checkbox"/> Student Needs Assessment	<input type="checkbox"/> Systemic Framework
<input type="checkbox"/> Accountability Tool	<input type="checkbox"/> State Seal of Bilingualism-Biliteracy on Diploma of Excellence - Tribal Language Proficiency Certification for Students (High School Only)
<input type="checkbox"/> Other topics?	

Affirmation and Signatures

We agree that timely and meaningful consultation occurred prior to the submission of this Affirmation of Tribal Consultation document. We agree that we have participated in timely and meaningful discussion on the programs, budget and available resources below, but not limited to:

<input checked="" type="checkbox"/> Understanding Title I: Parts A, C and D	A. Improving Basic Programs Operated by State and Local Educational Agency C. Education of Migratory Children D. Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
<input checked="" type="checkbox"/> Understanding Title II, Part A	Supporting Effective Instruction
<input checked="" type="checkbox"/> Understanding Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement

<input checked="" type="checkbox"/> Understanding Title IV, Parts A & B	A: Student Support and Academic Enrichment Grants B: 21 st Century Community Learning Centers
<input checked="" type="checkbox"/> Understanding Title V, Part B Subpart 2	Rural and Low Income School Program
<input checked="" type="checkbox"/> Title VI, Part A, Subpart 1	Indian Education Formula Grants to Local Educational Agencies
<input checked="" type="checkbox"/> Title VII, Impact Aid	Indian Policies and Procedures Assurance tribal/parent input, Public Hearings, written input
<input checked="" type="checkbox"/> State grant opportunities	Indian Education Act Indigenous Education Initiative Bilingual Multicultural Education Program Other-PED Grants
<input type="checkbox"/> Others:	

Suzanne Nguyen
Printed Name of Superintendent or Designee

Suzanne Nguyen
Signature of Superintendent or Designee

3-8-2022
Date

GABRIEL GALVAN
Printed Name Tribal Leader or Proxy (with signed letter)

Gabriel Galvan
Signature Tribal Leader or Proxy (with signed letter)

3/8/22
Date

Each LEA must maintain this document in the agency's records and forward to the Indian Education Division and School Budget and Finance Analysis Bureau, this document shall be kept on file with the district's budget submission. For questions or more information, please contact the Indian Education Division at (505) 476-0545.

**2021-2022 Native American Parent Advisory Committee (NAPAC)
Meeting Agenda · September 14, 2021**

2020-2021 NAPAC Elected Board Members

Chair: Derrick White
Vice Chair: Carmen Lopez

Secretary/Recorder: Renelda Walker
Treasurer: Bobbi Brown
Public Relations Officer: Philissa Calamity

NAPAC Meeting Dates, Events, and Times

- Tuesday, September 14, 2021, 5:00-6:00pm NAPAC general meeting
- Tuesday, October 12, 2021, 5:00-6:00pm (election and TESR meeting)
- Tuesday, November 9, 2021, 5:00-6:00pm NAPAC general meeting
- Tuesday, November 16, 2021, 5th Annual Native American Pageant
- Tuesday, January 11, 2022, 5:00-6:00pm NAPAC general meeting
- Tuesday, March 8, 2022, 5:00-6:00pm NAPAC general meeting
- Wednesday, April 20, 2022, 6:00pm-8:00pm Senior Recognition Event
- Saturday, April 23, 2022, 11:00am-10:00pm Powwow
- Tuesday, May 10, 2022, 5:00-6:00pm NAPAC general meeting

Meeting Agenda

- I. 6:00PM Meeting Convenes
 - A. Agenda and sign-in
 - B. Welcome by Kylee Sells
 - C. Icebreaker activity: Blob Tree
 - D. Save the dates
 - E. RRPS demographic data
 - F. Ways to get involved:
 - 1. 2021 Virtual Native American Summer Academy recap
 - 2. School, district, and community based supports
 - 3. Guest: Phil Savilla
 - G. NAPAC Board Member nominations
 - H. 7:00PM Meeting Adjourns

Suzanne Nguyen, RRPS Executive Director of Federal, Bilingual, and Native American Programs
suzanne.nguyen@rrps.net | (505) 896-0667

Freddine Martinez, Administrative Assistant for the Department of Federal, Bilingual, and Native American Programs
freddine.martinez@rrps.net | (505) 962-1171

Kelly Pearce, Federal Programs Instructional Coordinator
kelly.pearce@rrps.net | (505) 962-1323

Tradition

Leadership Honor Wisdom Growth



Legacy Commitment Integrity Respect

Identity



Native American Parent Advisory Committee (NAPAC) Meeting

Tuesday, September 14, 2021
5:00 - 6:00 pm

Virtual Meeting
through Google Meet

Agenda and sign-in

- Welcome by Kylee Sells, 2020-2021 Miss Indian RRPS
- Icebreaker activity: Blob tree
- Save the dates
- RRPS demographic data
- Ways to get involved
 - 2021 Virtual Native American Summer Academy recap
 - School, district, and community supports
 - Guest speaker: Mr. Phil Savilla
- NAPAC Board Nominations

PLEASE SIGN IN

Please [sign-in](#) by completing the Google form linked in the chat box.

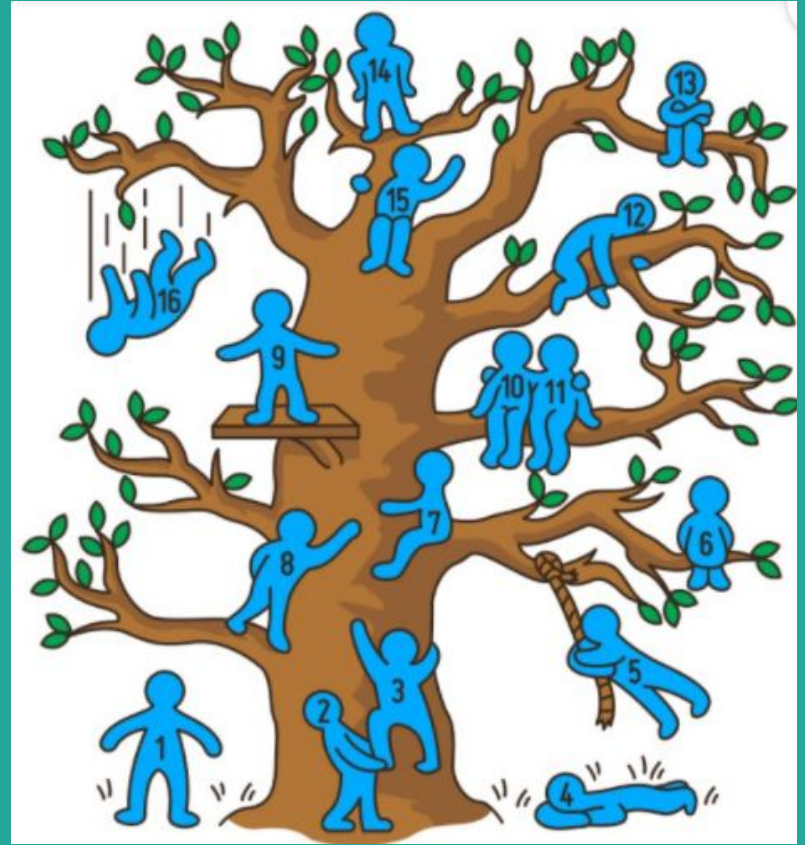
WELCOME

Kylee Sells
2020-2021 Miss Indian RRPS



Ice Breaker

Jamboard activity:
How are you today?



Save the dates!

- ❖ Tuesday, September 14, 2021, 5:00-6:00pm NAPAC general meeting
- ❖ Tuesday, October 12, 2021, 5:00-6:00pm (election and TESR meeting)
- ❖ Tuesday, November 9, 2021, 5:00-6:00pm NAPAC general meeting
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- ❖ Wednesday, April 20, 2022, 6:00pm-8:00pm Senior Recognition Event
- ❖ Saturday, April 23, 2022, 11:00am-10:00pm 14th Annual Powwow
- ❖ Tuesday, May 10, 2022, 5:00-6:00pm NAPAC general meeting

Native American Student Demographic Data

current as of 7/28/2021

- RRPS Students with a completed 506 form on file: **648 students**
- RRPS Students with “Indian” Race and/or Ethnicity
 - Primary - 873 students
 - Secondary - 894 students
 - Tertiary - 140 students

TOTAL: 1,907 students

Number of RRPS Students by Nation / Tribe / Pueblo

self-reported (current as of 7/27/21)

42	Acoma	49	San Felipe
14	Cochiti	1	San Ildefonso
14	Isleta	32	Ohkay Owingeh - Formerly San Juan
72	Jemez	1	Sandia
11	Jicarilla Apache	24	Santa Ana
42	Laguna	2	Santa Clara
10	Mescalero Apache	41	Kewa - Formerly Santo Domingo
18	Nambe	13	Taos
583	Navajo	5	Tesuque
1	Picuris	30	Zia
1	Pojoaque	34	Zuni
976	Other		

Virtual and in-person comparison

(as of 9/13/2021)

All students (PreK-12): 17,538 students

Native American students: 2,058 students (11.7%)

Virtual

All: 527 students

Native American: 76 students (14.4%)

In-Person

All: 17,011 students

Native American: 1,982 students (11.7%)

Staffing data

(as of the end of the 2020-2021 school year)

40 RRPS staff members are self-reported as Native American, breakdown below representing Acoma, Cochiti, Jemez, Laguna, Nambe, Navajo, Santa Ana, Santo Domingo, and other:

- 1 administrator
- 27 teachers, grades preK-12
 - 18 general education
 - 6 special education
 - 3 specialty areas
- 12 educational assistants, pre K-12



Native American Summer Academy, July 2021 Co-coordinated by Kelly Pearce and Eric Yazzie-Campbell

Join us 6–7 p.m. Tuesday, September 28, for a brainstorming session! [Click here](#) for Google Meet link.

Some of our Native American program opportunities

- Community engagement events
 - Before and after school programs
 - Native American Heritage Week
 - Senior Banquet
 - District RRPS Native American Pageant
 - RRPS Annual Powwow
 - Native American Summer Academy
 - Dual Credit Indigenous Language Courses in partnership with the Institute of American Indian Arts
 - Supply and exam fee reimbursements
 - Native American liaison at every campus (preK-12)
 - RRPS Native American Programs [brochure](#)
 - Liaisons [contact list](#)
- FYI:** Liaisons may join us from 3 to 4 p.m. on Wednesday, September 22, as we collaborate and build our school websites. We will be at the C&I Training Center.
- ~~Summer School Scholarships~~
 - ~~Chromebook Checkout~~

RRPS Supports and Resources

- RRPS School Reentry Updates
([link to sign up](#))
- Parent University Classes
- Native American Programs: [Click here for website.](#)
- Supply Reimbursement Program
(*deadline Oct. 30*): [Click here.](#)
- Guest speaker, Mr. Phil Savilla.



www.rrps.net

<https://www.rrps.net/schoolreentryupdates>

NAPAC Community Check-In + Volunteer Opportunities



[Click here](#) to access our Google form.

NAPAC BOARD MEMBER DESCRIPTIONS

The **Chairperson** shall preside over all general meetings and sign all documents upon consultation with the Rio Rancho NAPAC membership, as required.

Chairperson, in conjunction with LEA, shall also review all meeting records for accuracy and completeness. The Chairperson shall perform all other duties as prescribed by the LEA and the Rio Rancho NAPAC.

The **Vice-Chairperson** shall assist the Chairperson in coordinating all duties/responsibilities of the Rio Rancho NAPAC. The Vice-Chairperson shall perform the duties of the Chairperson in his/her absence or inability to serve, and shall perform other duties prescribed by the Rio Rancho NAPAC.

NAPAC BOARD MEMBER DESCRIPTIONS

The **Secretary/Recorder** shall arrange to have the minutes of each meeting recorded and copies made available at each meeting. The secretary shall provide a list of the Rio Rancho NAPAC members upon request from the appropriate authorities per Rio Rancho Public School District policies. The secretary shall maintain a record of documents related to the Rio Rancho PAC.

The **Public Relations Officer** shall provide press releases in conjunction with the program coordinator.

The **Treasurer** shall be responsible for the proper accounting and reporting of all receipts and expenditures to the NAPAC membership at every meeting. The Treasurer shall maintain all proper documents supporting every transaction. The Treasurer shall have signing authority for all disbursements from the NAPAC account, with a secondary Executive Officer's signature. The Treasurer shall also be bonded.

NAPAC Board Nominations



**NOW
ACCEPTING
NOMINATIONS**



Next Meetings

Elections Meeting: *October 12, 2021 (Election and Tribal Education Status Report)*

Regularly Scheduled NAPAC Meeting: *Tuesday, November 9, 2021*

**Thank
you!**



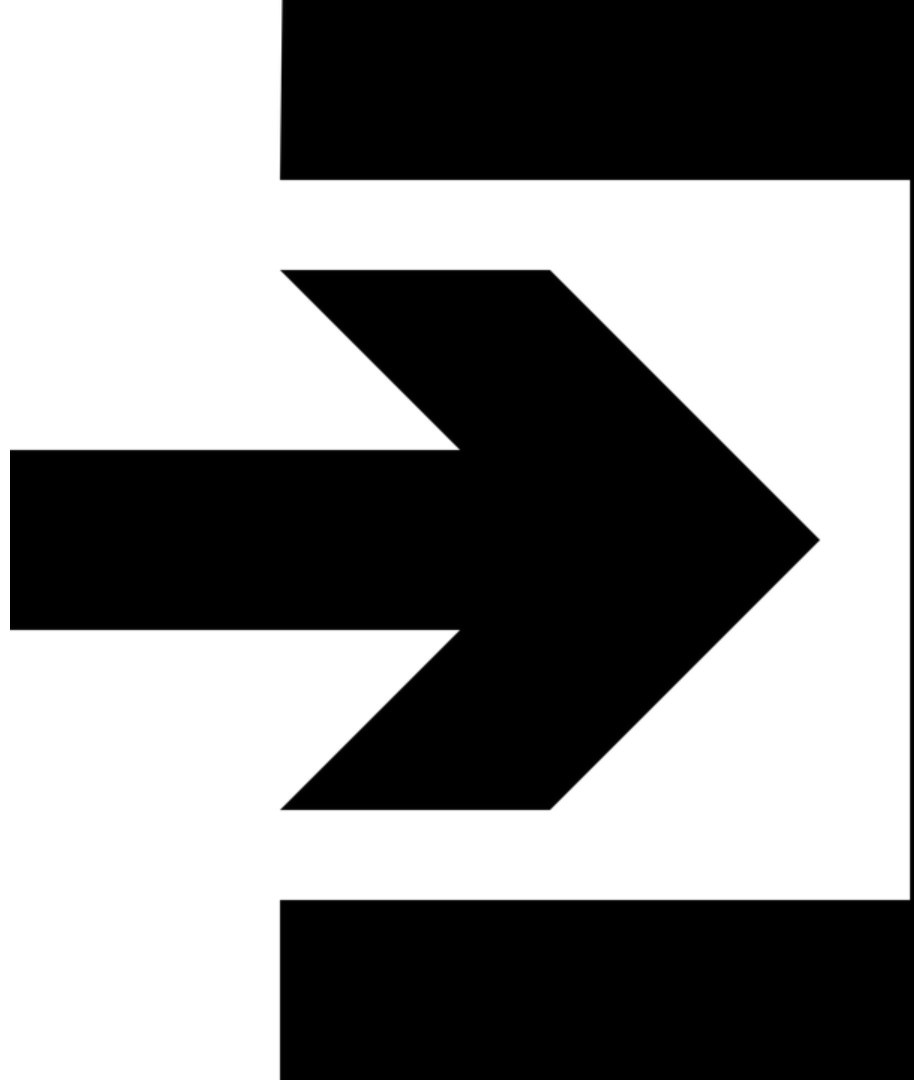
Native American Parent Advisory Committee (NAPAC) Meeting

Election of NAPAC Officers and Tribal Education Status Report

Tuesday, October 12, 2021
5:00-6:00 PM

SIGN IN

Please sign in by clicking on the Google Form link posted in the chat box.



AGENDA

Welcome

NAPAC Board Nominees' Speech (60 seconds each)

Chairperson

Vice-Person

Secretary/Recorder

Public Relations Officer

Treasurer

Vote

Results

2020-2021 Tribal Education Status Report

NAPAC Board Elections

CHAIRPERSON (The Chairperson shall preside over all general meetings and sign all documents upon consultation with the Rio Rancho NAPAC membership, as required. Chairperson, in conjunction with LEA, shall also review all meeting records for accuracy and completeness. The Chairperson shall perform all other duties as prescribed by the LEA and the Rio Rancho NAPAC)

VICE-CHAIRPERSON (The Vice-Chairperson shall assist the Chairperson in coordinating all duties/responsibilities of the Rio Rancho NAPAC. The Vice-Chairperson shall perform the duties of the Chairperson in his/her absence or inability to serve, and shall perform other duties prescribed by the Rio Rancho NAPAC)

SECRETARY/RECORDER (The Secretary/Recorder shall arrange to have the minutes of each meeting recorded. The secretary shall provide a list of the Rio Rancho NAPAC members upon request from the appropriate authorities per Rio Rancho Public School District policies. The secretary shall maintain a record of documents related to the Rio Rancho PAC)

PUBLIC RELATIONS OFFICER (The Public Relations Officer shall provide press releases in conjunction with the program coordinator)

TREASURER (The Treasurer shall be responsible for the proper accounting and reporting of all receipts and expenditures to the NAPAC membership at every meeting. The Treasurer shall maintain all proper documents supporting every transaction. The Treasurer shall have signing authority for all disbursements from the NAPAC account, with a secondary Executive Officer's signature. The Treasurer shall also be bonded)



Results of NAPAC Board Election

2020-2021 Tribal Education Status Report

U.S. Department of Education: Office of Elementary and Secondary Education - Office of Indian Education

Mission: The mission of the Office of Indian Education is to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique cultural, language, and educational needs of such students; and ensure that all students meet the challenging State academic standards.

New Mexico Public Education Department - Indian Education Division

Mission: To increase American Indian student academic and cultural achievement through culturally-relevant pedagogy, native language, and collaborative partnerships.

Vision: All American Indian students will become proficient in academic, cultural, and leadership standards to become productive and contributing members of their pueblo/tribe/nation and state.



Rio Rancho Public Schools is dedicated to graduating each student with an educational foundation for success as a responsible, ethical contributor to society.

RRPS Native American Parent Advisory Committee is committed to providing each Native American Student with the foundation to remain culturally connected while achieving academic success as a valued member of society.



Department Overview

Rio Rancho Public Schools' Federal, Bilingual, and Native American Programs Department is dedicated to student-centered culturally and linguistically responsive teaching and learning. It collaboratively supports a well-rounded educational program that offers high-quality services, advocates for equitable opportunities for student success and empowerment, and promotes community engagement.

Department Overview (continued)

Program Support/Administration Includes:

- Culturally and Linguistically Responsive Instruction

- English Language Development Programs

- Migrant Education Programs

- Native American Programs

 - NMPED IED School District Initiative

 - Title VI Indian Education

- Rio Rancho Public Schools Equity Council

- Spanish Bilingual Multicultural Education Programs

- The NM State Seal of Bilingualism-Biliteracy on the New Mexico Diploma of Excellence

- Title I: Part A - Improving the Academic Achievement of the Disadvantaged

- Title II: Preparing, Training and Recruiting High Quality Teachers and Principals

- Title IV: Student Support and Academic Achievement

- Translation and Interpretation Requests

Title VI

As part of the federal trust responsibility, Title VI addresses the “unique educational and culturally-related academic needs,” including language-related needs, of American Indian students through formula grants to eligible LEAs and tribes from U.S. Department of Education.

Goals:

- 1) To meet the unique educational and culturally related academic needs of Indian students, so that such students can meet the challenging State academic standards;
- 2) To ensure that Indian students gain knowledge and understanding of Native communities, languages, tribal histories, traditions, and cultures; and
- 3) To ensure that teachers, principals, other school leaders, and other staff who serve Indian students have the ability to provide culturally appropriate and effective instruction and supports to such students.

NM Indian Education Act

Indian Education Act Funds are awarded through a competitive application to the (23) school districts, and (6) district-chartered or state-chartered schools who enroll a significant number of American Indian students for the purpose of providing effective culturally-relevant programs, opportunities, and practices which contribute to the academic and cultural success of the students.

Priority areas:

- 1) Increasing attendance and reducing truancy
- 2) Improving educational opportunities for American Indian students to keep them engaged in school and on a pathway to college and/or career success (i.e. academic enrichment programs, after-school/Saturday/summer programs, project-based learning opportunities geared specifically toward American Indian students, etc.);
- 3) Improving student outcomes by strengthening culturally responsive learning environments (i.e. culturally and linguistically responsive teaching, diversity and cultural sensitivity training, etc.)
- 4) Supporting the maintenance of Native language; and
- 5) Addressing challenges that exist across schools and school systems (i.e. transition-planning, reduction in student mobility, addressing academic gaps, etc.)

Tribal Education Status Report (TESR)

The PED in collaboration with the 23 districts and 6 charter schools works to meet this statute of reporting to New Mexico (NM) tribes regarding the education of Native children statewide. This statewide report is due by November 15th of each year and is distributed at the NM Government to Government meetings. The reports include the following indicators: 1) student achievement, 2) safety, 3) graduation rate, 4) attendance, 5) parent/community involvement, 6) education programs targeting American Indian students, 7) financial reports, 8) current status of federal Indian policies and procedures, 9) public school use of variable calendars, 10) school district plans to decrease the number of dropouts and increase attendance, 11) school district consultation with district Indian Education Committees, school-site Parent Advisory Councils and Tribal, municipal, and Indian organizations, 12) Indigenous research and evaluation and results for effective curricula for tribal students.

3.1 Student Achievement

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.

3.2 School Safety - Infractions

From an overall perspective, Rio Rancho Public Schools and all NM schools have been successful in keeping most of their students and employees safe from harm. The perception of risk at these schools is often greater than the actual risk incurred. However, many schools do face serious problems of on-campus violence and criminal activity. It is important to develop an understanding of these problems so that the best possible strategies can be devised to prevent crime and increase school safety. Most worthy of this data is that this was during the COVID-19 pandemic, so any and all other data would not be a fair comparison to the unique school year presented in this report.

Grade	All Students	Native American Students
K-5	*	0
6	18	0
7	28	0
8	17	*
9	39	*
10	*	*
11	*	*
12	*	*

3.3 Graduation Rates

RRPS began with a baseline rate that already exceeded that of the state in 2016, and have already exceeded the statewide goal for 2022. However, we will continue to implement state support systems and initiatives to improve the graduation rate for our Native American students as well as all students.

FOUR-YEAR ADJUSTED COHORT GRADUATION RATE IN PERCENTAGES, CURRENT & GOAL		
Subgroup	Baseline 2016	Goal 2022
All Students	71	85
Economically disadvantaged students	67	82
Students with disabilities	62	79
English learners	67	82
Caucasian	76	88
Hispanic	71	84
Asian/Pacific Islander	81	91
American Indian	63	79
African-American	61	78

Subgroup	2017-2018	2018-2019	2019-2020
All Students	85.4%	89%	88.3%
American Indian Students	83.9%	92%	83.5%

Reason Not Graduating	Total
Excused - Death transferred out, migrated, foreign	*
Still Enrolled	*
Withdrawn - dropout/outcome unknown	*
Total	11

3.4 Attendance

The attendance rate for RRPS Native American students is comparable with the district's rate for all students, with the exception of the school year 2020-2021 with a notable difference of 3.3 percentage points.

	20-21	19-20	18-19	17-18	16-17	15-16
Statewide All Students	*	90.6% **	93.9% **	94.1% **	95.1% **	95.2%
RRPS All Students	92.3%	93.3%	93.9%	92.4%	94.3%	94.7%

Statewide Native American Students	*	90.9**	92.5**	92.9**	92.8% **	92.3%
RRPS Native American Students	89.0%	91.8%	92.4%	91.6%	93.3%	93.8%

*The Statewide Attendance rate data was unavailable at the time of writing this report.

**This data was collected from the most recent NMPED-IED TESR available

3.5 PARENT AND COMMUNITY INVOLVEMENT

Rio Rancho Public Schools hosts organized activities directed toward involving families and the community in their children's education. Based on feedback gathered from students, parents, and community members through measures including anecdotal notes, observations, and perception feedback through surveys, programs are refined and improved in efforts of continuous improvement. The number one priority is to support the needs of our students. We achieve this through a comprehensive approach leveraging all of our resources and directing support appropriately. District and statewide data provides a good indicator in the effectiveness of these programs and efforts.

3.6 EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

- ❖ SAT/ACT/AP preparation materials and exam fee reimbursements
- ❖ Dual credit programs, cultural competency support for educators
- ❖ Elementary summer school
- ❖ 6th and 8th Grade Academic Youth Development
- ❖ Credit recovery scholarships
- ❖ Student Centered Activities/Programs (District RRPS Native American Pageant, Native American Senior Banquet, School Supply Cost Reimbursement Program, Native American Student Union at the comprehensive high schools)
- ❖ Title I schoolwide programs
- ❖ Title III supplemental support for identified English Learners
- ❖ Bilingual Multicultural Education Program opportunities K-12
 - Bilingual Multicultural Education Programs (BMEP) support the maintenance of Tribal languages and serve American Indian Students.
American Indian Students Involved in BMEPs - 31.
- ❖ Community engagement events (Native American Summer Academy, guest speakers)

3.7 FINANCIAL REPORTS

Rio Rancho Public Schools uses operational resources to ensure that resources are applied to equitable services for all students, including the unique needs of American Indian students' educational opportunities. In addition, the school district applies for additional supplemental grant opportunities.

Indian Education Formula Grant, Title VI

\$163, 414

New Mexico Indian Education Act funds

\$90,000

3.8 INDIAN EDUCATION POLICIES AND PROCEDURES

Rio Rancho Public Schools is not eligible for Impact Aid funding, and the Indian Pueblo Policies and Procedures (IPP) section is not applicable.

3.9 SCHOOL DISTRICT INITIATIVES

We are one of 23 districts that apply for these funds. These funds are used for the full time Native American liaison positions at our two comprehensive high schools with a focus on lowering drop out and increasing graduation rates, stipends for Native American liaisons, and to supplement the supply cost reimbursement program. This frees up Title VI funds for increased targeted support for eligible students with a 506 form on file.

Ethnicity	2019-2020 Drop Gr. 7-12	2019-2020 Overall % Rate
American Indian/Alaskan Native	*	*
Asian	*	*
Black or African American	*	*
Caucasian	16	0.6%
Hispanic	44	0.9%
Multiracial	*	*
Native Hawaiian or Other Pacific Islander	*	*

3.10 VARIABLE SCHOOL CALENDARS

Rio Rancho Public Schools makes every effort to support Native American students with their self-identity, language, and culture by providing students opportunities to maintain a sense of connectedness to cultural practices.

Communication between the pueblo leadership with RRPS allows students to attend cultural activities without negatively affecting student achievement.

3.11 SCHOOL DISTRICT CONSULTATIONS

Rio Rancho Public Schools has actively and repeatedly engaged in good-faith efforts for tribal consultation. We serve students from all nations, pueblos, and tribes within New Mexico, as well as federally recognized tribes from all over the world. Some examples of this consultation are attending Pueblo of Jemez Governors Meetings, communicating with tribes regarding COVID quarantines and lockdowns.

We also meet regularly with our Native American Parent Advisory Committee at the district and school level. There are a minimum of 5 district level meetings throughout the year, occurring the second Tuesday of the following months: September, November, January, March, and May. These meetings include our school based Native American liaisons, district staff, parents, extended family members, and students. Additional meetings are offered as requested by the Native American Parent Advisory Committee (NAPAC) board. This will provide various opportunities for consultations with parents, community and tribal entities to occur on an as needed basis and upon request.

Finally, we continue to engage in systematic professional development opportunities for all staff. The end goal is to give staff training in an effort to promote cultural sensitivity as well as perspective when interacting with our American Indian students.

3.12 INDIGENOUS RESEARCH AND EVALUATION MEASURES AND CURRICULA

This figure illustrates the activities in which districts have collaborated, and in which they have implemented the Indigenous research evaluation measures and curricula within their respective schools and neighboring Tribes. Each bubble profiles practices in school districts.



3.13 Access to Native Language Programs

Rio Rancho Public Schools has successfully collaborated with the Institute of American Indian Arts for the dual credit opportunities to offer Tribal language programs. We are currently seeking opportunities to expand the language and culture course offerings to include Navajo Government, and the various dialects of Keres.

We have offered Navajo Language as a dual credit course since the Spring 2017 semester. Since then, we have been able to increase the number of courses and increase accessibility by including a virtual option, a course within the bell schedule, and one outside of the bell schedule. This course is open to high school students across the district, regardless of the school registered at.

Students are taught by an enrolled member of the Navajo Nation, who is also a NMPED licensed educator. An approved syllabus is followed, created by and with the Institute of American Indian Arts. Instructional practices and pedagogy is culturally and linguistically responsive to the needs of the students within each section.

Questions?

**2021-2022 Native American Parent Advisory Committee (NAPAC)
Meeting Agenda · September 14, 2021**

2020-2021 NAPAC Elected Board Members

Chair: Derrick White
Vice Chair: Carmen Lopez

Secretary/Recorder: Renelda Walker
Treasurer: Bobbi Brown
Public Relations Officer: Philissa Calamity

NAPAC Meeting Dates, Events, and Times

- ~~Tuesday, September 14, 2021, 5:00-6:00pm NAPAC general meeting~~
- ~~Tuesday, October 12, 2021, 5:00-6:00pm (election and TESR meeting)~~
- Tuesday, November 9, 2021, 5:00-6:00pm NAPAC general meeting
- Tuesday, November 16, 2021, 5th Annual Native American Pageant
- Tuesday, January 11, 2022, 5:00-6:00pm NAPAC general meeting
- Tuesday, March 8, 2022, 5:00-6:00pm NAPAC general meeting
- Wednesday, April 20, 2022, 6:00pm-8:00pm Senior Recognition Event
- Saturday, April 23, 2022, 11:00am-10:00pm Powwow
- Tuesday, May 10, 2022, 5:00-6:00pm NAPAC general meeting

Meeting Agenda

- I. 6:00 PM Meeting Convenes
 - A. Agenda and sign-in
 - B. Welcome
 - C. Board member introductions
 - D. Upcoming events
 - E. Supports and resources available to our Native American students
 - F. Meeting Adjourn

Suzanne Nguyen, RRPS Executive Director of Federal, Bilingual, and Native American Programs
suzanne.nguyen@rrps.net | (505) 896-0667

Freddine Martinez, Administrative Assistant for the Department of Federal, Bilingual, and Native American Programs
freddine.martinez@rrps.net | (505) 962-1171

Kelly Pearce, Federal Programs Instructional Coordinator
kelly.pearce@rrps.net | (505) 962-1323

Tradition

Leadership Honor Wisdom Growth



Legacy Commitment Integrity Respect

Identity



Native American Parent Advisory Committee (NAPAC) Meeting

Tuesday, November 9, 2021
5:00 - 6:00 pm

Virtual Meeting
through Google Meet

Agenda and sign-in

- Agenda and sign-in
- Welcome
- Board member introductions
- Upcoming events
- Supports and resources available to our Native American students
- Meeting adjournment

PLEASE SIGN IN

Please [sign-in](#) by completing the Google form linked in the chat box.

2021-2022 NAPAC BOARD MEMBERS

Chairperson: Phil Savilla

Vice-Chairperson: DeeVonda Batres

Secretary/Recorder: Kanasta Stewart

Public Relations Officer: Philissa Calamity

Treasurer: Renelda Walker

UPCOMING EVENTS

RRPS

Fun

Save the Date

RUN

11 a.m. - 1 p.m. Saturday,
November 13, 2021

Hosted by
RRPS Native
American
Programs

Joe Harris Elementary School
2100 10th St. SE, Rio Rancho,
87124

- * buddy runners
- * food truck

Made with PosterMyWall.com

UPCOMING EVENTS

SAVE THE DATE

11.16.21

**Rio Rancho Public Schools
5th Annual Native American Pageant
Tuesday, November 16, 2021**

6:00PM - 8:00PM

**Rio Rancho High School
PERFORMING ARTS CENTER**

Join us as we crown our 2021-2022 Native American royalty. Middle and high school students will showcase talents and skills that cap a rigorous application process. The royalty chosen will carry out their platform during the rest of the 2021-2022 school year.

Questions? Contact Suzanne Nguyen, Executive Director of Federal, Bilingual, and Native American Programs. suzanne.nguyen@rrps.net



UPCOMING EVENTS



FREE

Native Health Initiative's 6th Annual **GRATITUDE - RUN - WALK - BIKE**



Thanksgiving Day - November 25, 2021

North Domingo Baca Park

EVENTS:

- ▶ 400-meter toddler dash
- ▶ 5-10k run/walk
- ▶ 1&2-mile fitness run/walk
- ▶ Ride 3-10miles

**PLEASE REGISTER AT
WWW.LOVINGSERVICE.US**



Native Health Initiative
www.loving-service.us

**In place of registration fee, please bring cash, check, or in-kind donations to be given to local families in need: winter clothes, hygiene items, and non-perishable food products.

Save the dates!

- ❖ Tuesday, November 16, 2021, 5th Annual Native American Pageant
- ❖ Tuesday, January 11, 2022, 5:00-6:00 pm NAPAC general meeting
- ❖ Tuesday, March 8, 2022, 5:00-6:00 pm NAPAC general meeting
- ❖ Wednesday, April 20, 2022, 6:00-8:00 pm Senior Recognition Event
- ❖ Saturday, April 23, 2022, 11:00-10:00 pm 14th Annual Powwow
- ❖ Tuesday, May 10, 2022, 5:00-6:00 pm NAPAC general meeting

RRPS Supports and Resources

- RRPS School Reentry Updates
([link to sign up](#))
- [Parent University Classes](#)
- [Native American Programs](#)

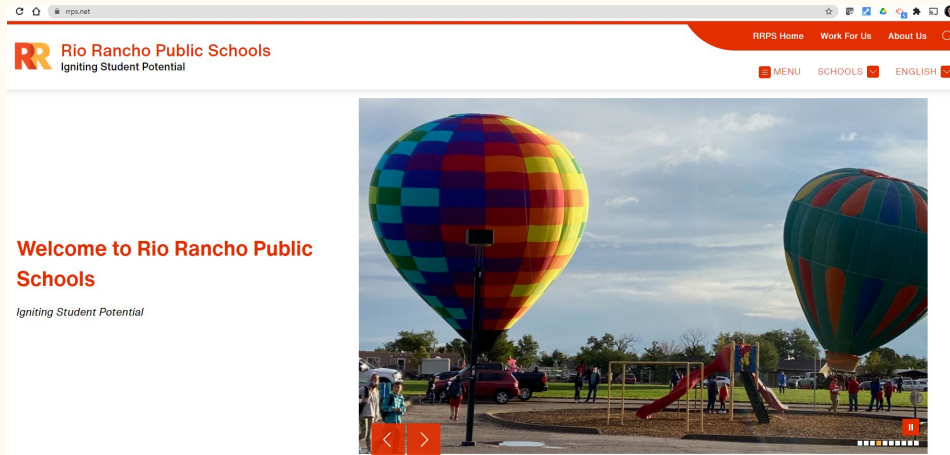


www.rrps.net
<https://www.rrps.net/schoolreentryupdates>

Supports and resources available to our Native American students

- Community engagement events
- Before and after school programs
- Native American Heritage month and week
- Senior Banquet
- District RRPS Native American Pageant
- RRPS Annual Powwow
- Native American Summer Academy
- Dual Credit Indigenous Language Courses in partnership with the Institute of American Indian Arts
- Supply and exam fee reimbursements
- Native American liaison at every campus (preK-12)
- RRPS Native American Programs [brochure](#)
- Liaisons [contact list](#)

School based programs - WEBSITES



www.rrps.net → school → menu → clubs (or activities) → Native American programs (or club, information, etc.)

[ESES webpage](#)

[RRMS webpage](#)

[CHS and RRHS website](#)

Some school-based programs - SSPS and CAE

Shining Stars Preschool

- *Eligible Native American students will be given a book in honor of Native American Heritage month*
- *Students will receive an end-of-the-year summer enrichment packet. It will include age-appropriate activities, chalk, paint, Play-Doh, crayons, etc.*

Cielo Azul Elementary

- *Expand the schools' diversity book collection - Increase & update diversity books in school library to reflect the cultures of our Native American students*
- *CAE Native American Student Club - Identify Native American students within the school. Create an afterschool program for enrichment, community involvement, reduce truancy, and learn about Native American Culture. Activities will include STEAM challenge kits, arts and crafts including painting suncatchers, and creating comic book templates.*
- *End-of-year summer bags for each student - bags will have a book within each student's grade range, craft activity, and a STEAM activity.*

Some school-based programs - ERMS and LMS

Eagle Ridge Middle School

- *Supplemental school supplies for students in need.*
- *Portable Chromebook power bank.*
- *Guest speaker is a local author that can talk to students about her books about her life and her ties to Native American culture.*

Lincoln Middle School

- *The after-school club will be used to increase community engagement, as well as work on school participation and being active. This will also be used to make sure everyone has the supplies they need to succeed.*
- *Book fair vouchers - 10 dollars to the book fair for students who regularly attend the Native American club.*

Some school-based programs - IHS and CHS

Independence High School

- *Graduation tassel cords - Celebrate the accomplishment of our Native American Students*
- *Field Trip to Indian Cultural Center - Students will learn about Pueblo culture through a guided tour of the museum and exhibition galleries. Students will dialogue and interact with center staff, docents, and one another in developing a deeper and greater understanding of similarities and differences between Native American communities.*

V. Sue Cleveland High School

- *AP Exam Fee Scholarships - This scholarship helps to mitigate the potential fiscal barrier to help ensure that our Native American students have access to the AP Exam opportunity.*
- *Checkout of graphing calculators for students (per school year) - This assistance with the calculator checkout fees allows for Native American students to have access to the use of the proper tools so that they may excel in their mathematics classes.*
- *Traditional dancers and a Storyteller to perform on our campus for Native American Heritage Month - These activities will bring a greater sense of community to our student body as a whole by exposure to Native American traditions that are practiced by so many that are native to this land in the USA.*

Native American Heritage Month - some events across our district



- November 10, 2021 - Native American Veterans Recognition at PDSES
- November 13, 2021 - Fun Run at JHES
- November 16, 2021 - 5th Annual RRPS Native American Pageant at RRHS
- November 17, 2021 - Fry Bread Sale at CHS lunches
- [Rock Your Mocs](#): various dates depending on participating campuses

Next Meeting

Tuesday, January 11, 2022

—

Thank
you!

NAPAC Meeting

Tuesday, November 9, 2021

5:00 – 6:00 PM

Via Zoom

Started meeting at 5:02 PM.

Suzanne Welcome

DeeVonda Batres (VP) starting the meeting off, introductions, her background and other volunteer activities (Pageant, graduation).

Renalda Walker- (Treasurer) introduction, her 2nd year, daughter at RRHS

Suzanne to Kelly- Agenda/Sign In through the chat. Signed In.

Kanasta Stewart (Secretary)- Introduction and background.

Philissa- Introduced herself and her activities she assists with.

Activities- Fun Run on Saturday 11/13/2021 Joe Harris Elementary 11am – 2pm (Kelly, Eric, Karla and Angela) Water stations will be available.

Pageant- Nov. 16 6-8pm (Dee and Kelly) In person at RRHS 6 High School Participants and 1 Middle School Participant.

Gratitude Walk/Run

Suzanne- RRPS Programs/Resources

Demonstrated how to navigate the various departments on the RRPS website. Federal/Bilingual, Native American Programs, School Re Entry, Parent University, for Elementary, Middle and High School websites, each school is unique and does have the Native American presence or club with a liaison. Liaisons gave more information at their schools.

Shining Stars Preschool

Native American Student Club

Summer Bags

ERMS& LMS

Carla Dominguez informed of the programs available for youth, Standardized testing assistance, graphing calculators. Native American Club- A Navajo weaver Hailey Yazzie, was patient and did a demonstration of weaving, kids enjoyed it.

Questions on how to help with pageant to Dee/Kelly, volunteers reach out to Dee/Kelly, stage hand help, and decorations coordinating.

Ended meeting at 5:57 pm

**2021-2022 Native American Parent Advisory Committee (NAPAC)
Meeting Agenda · January 11, 2022**

2021-2022 NAPAC Elected Board Members

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Vice Chair: DeeVonda Batres

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 - C. Introduction of 2021-2022 RRPS Royalty
 - D. Discussion about the 13th annual RRPS Powwow
 - E. Discussion about this year's Senior Recognition for the class of 2022
 - F. Meeting Adjourn

Suzanne Nguyen, RRPS Executive Director of Federal, Bilingual, and Native American Programs
suzanne.nguyen@rrps.net | (505) 896-0667

Freddine Martinez, Administrative Assistant for the Department of Federal, Bilingual, and Native American Programs
freddine.martinez@rrps.net | (505) 962-1171

Kelly Pearce, Federal Programs Instructional Coordinator
kelly.pearce@rrps.net | (505) 962-1323

Tradition

Leadership Honor Wisdom Growth



Legacy Commitment Integrity Respect

Identity



Native American Parent Advisory Committee (NAPAC) Meeting

Tuesday, January 11, 2022
5:00 - 6:00 pm

Virtual Meeting
through Google Meet

2021-2022 NAPAC BOARD MEMBERS

Chairperson: Phil Savilla

Vice-Chairperson: DeeVonda Batres

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Agenda and sign-in

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- Welcome and check-in
- Introduction of 2021-2022 RRPS Royalty
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- Discussion about this year's Senior Recognition for the Class of 2022
- Meeting adjournment

PLEASE SIGN IN

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5th Annual Rio Rancho Public Schools Native American Pageant 2021-2022

November 16, 2021
Rio Rancho High School PAC



Pageant judges and newly crowned royalty. From left to right: Autumn Montoya - Miss Indian New Mexico LIII, Yanibaa Johnson - Jr. Miss Indian RRPS, Pharrah Clark - Miss Indian RRPS, Danielle Delgarito - Middle School Miss Indian RRPS Ambassador, Niagara Rockbridge - Miss Navajo Nation, Leilani Tenorio - Miss Indian New Mexico Teen VII



Danielle demonstrates how to bake bread during the talent portion of the pageant.



Pharrah, playing violin during the talent portion of the pageant.



The Winterfest parade float featuring Pharrah, Miss Indian RRPS and Yanibaa, Jr. Miss RRPS took home third place.



Pharrah Clark

Miss Indian RRPS



9th grade

Rio Rancho High School

“I am proud to have parents and family that support me in everything I want to do. They keep me disciplined and remind me to never forget where I came from. I am from two different tribes, Navajo Nation and Laguna Pueblo. I am proud to be Indigenous.”



Yanibaa Johnson

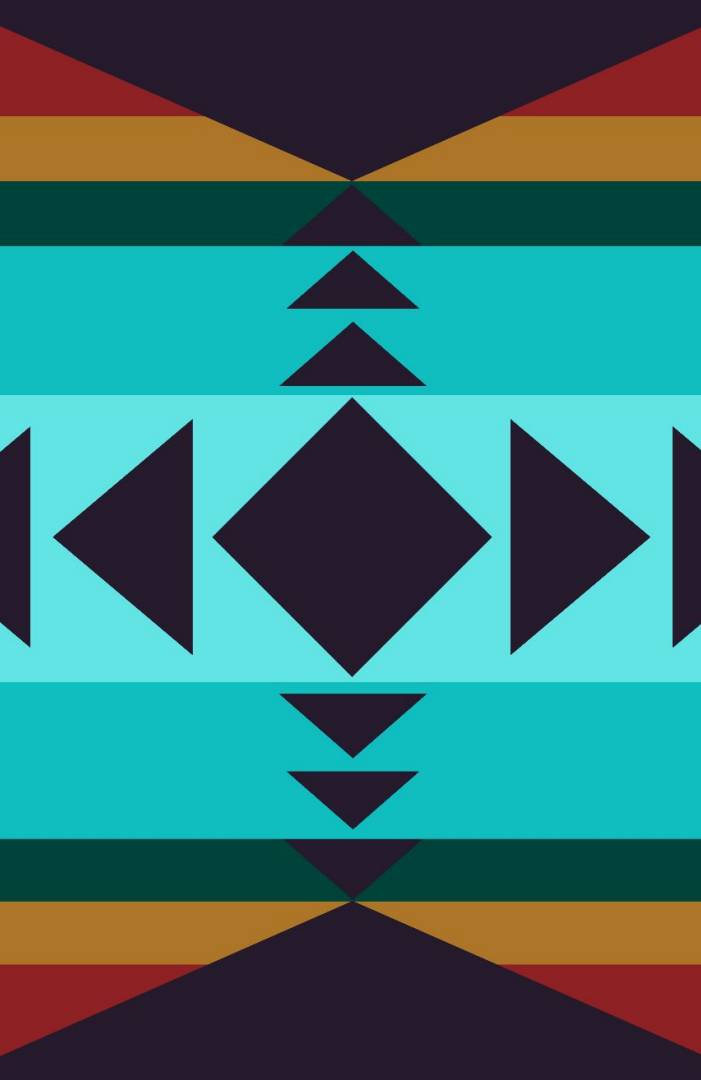
Jr. Miss Indian RRPS



12th grade
Rio Rancho High School

“I want to represent my people, a culture that is dying and not well known. I want to bring awareness to all indigenous cultures.”





Danielle Delgarito

Middle School Miss Indian RRPS Ambassador

8th grade

Rio Rancho Middle School

“I want to keep our (Dine) language alive! For myself to know a language that is unique and saying it from the heart is a way I can represent myself. This is another way that I would make our people proud of who I am and where I come from.”



Save the dates!

- ❖ Tuesday, March 8, 2022, 5:00-6:00 pm NAPAC general meeting
- ❖ Wednesday, April 20, 2022, 6:00-8:00 pm Senior Recognition Event
- ❖ Saturday, April 23, 2022, 11:00-10:00 pm 14th Annual Powwow
- ❖ Tuesday, May 10, 2022, 5:00-6:00 pm NAPAC general meeting

Discussion about annual events

- 14th Annual RRPS Powwow
- Class of 2022 Senior Recognition



Next Meeting

Tuesday, March 8, 2022

—

Thank
you!

NAPAC MEETING – 1/11/2022

Phil welcomed everyone, he said he is with the Sandoval county Health Council.

Suzanne said that our RRPS Royalty is here tonight. We will introduce them to everyone and turned it over to Kelly. Kelly presented slides of the pageant.

- Pharrah Clark our 2022 Miss Indian RRPS spoke and presented her platform.
- Yanibaa Johnson our 2022 Jr. Miss Indian RRPS also spoke about her platform.
- Danielle Delgarito who was not present is our 2022 Middle School Miss Indian Ambassador.

We have opened it up to Middle and Elementary school participants for the upcoming year. All participants and Title holders did a phenomenal job.

Dee thanked all the students, parents, and staff who came out to help and make this year a huge success.

Suzanne talk about the upcoming events – Save the dates!

- Tuesday, March 8th will be the next NAPAC general meeting
- Wednesday, April 20th from 6:00 to 8:00 pm Senior Recognition Event
- Saturday, April 23rd from 11:00 to 8:00pm 14th Annual Powwow

Our special events last year due to the pandemic were virtual vs. in person like in years passed. Last year's Powwow was educational instead entertainment. The Senior recognition was a video slide of all our graduating Seniors. An Eagle award was presented and the pictures of the individuals selected was also presented.

Phil asked if there was and feedback on the virtual Powwow? Suzanne said yes, it was mentioned about educational based was good and not during the weekend. It was on a weekday and was for an hour. We did get videos of dancers, that were also presented. All feedback was positive. Phil suggested if we move forward if it could be outdoor. Suzanne said we did move forward to try to get it at the track field @ Rio Rancho High School, contingent with NM health orders. We need a timeline to make these plans. We will now have to rent chairs, tents from an outdoor vendor. Currently, there is only one set of bleachers so attendees will be

asked to bring their own lawn chairs. The chairs that are rented are only for the Head staff and drum groups. Any thoughts on the artificial turf? If people were to bring canopies, would they be allowed to put the stakes in the turf? Dee asked about getting deposits back in case of the pandemic. Suzanne said she feels confident that with Rio Rancho Police and Fire department we would not have a problem. We also need to think about vendors who come from out of town, a lot of our revenues comes from them. It was asked about additional food vendors since it would be outdoor. Suzanne said that would still be limited, because too many would cause some vendors not to profit from their stand. We will be careful not to have too many. Dee wanted to emphasize to the vendors that we are a not for profit and if things should change if we could get deposits back. Ask for a last date to sign a contract. Jolynn put in the notes that the inclement weather needs to be taken into accommodation. Raelani said they had a drive thru graduation and a local company let them use a generator for free. She will send the name of the company to Suzanne.

Phil asked about sending the flyer to the public by publicizing it at the larger Powwow's. There is also a Powwow circuit that you can get the flyer published on.

It was asked if we currently have a Powwow committee? Suzanne said she will also take any nominations for Head drum groups and Head staff. Our Powwow normally was from 11:00 a.m. to 10:00 p.m., it was agreed on to end at 8:00 for this event.

Senior recognition banquet – last year we were able to buy all the seniors a woven basket and send them a certificate. What type of event do we want to have this year? Kelly suggested having it at a park, outside and work with the city of Rio Rancho. We would have to have an individual packaged meal, like a picnic. Dee asked if we have a spokesperson? She offered to reach out to Monica Jojola who is an educational speaker and upcoming owner of Montech. The day was agreed on as 4/20/21 from 5:00 p.m. to 7:00 p.m.

**2021-2022 Native American Parent Advisory Committee (NAPAC)
Meeting Agenda · March 8, 2022**

2021-2022 NAPAC Elected Board Members

Chair: Phil Savilla
Vice Chair: DeeVonda Batres

Secretary/Recorder: Kanasta Stewart
Treasurer: Renelda Walker
Public Relations Officer: Philissa Calamity

NAPAC Meeting Dates, Events, and Times

- ~~Tuesday, September 14, 2021, 5:00-6:00pm NAPAC general meeting~~
- ~~Tuesday, October 12, 2021, 5:00-6:00pm (election and TESR meeting)~~
- ~~Tuesday, November 9, 2021, 5:00-6:00pm NAPAC general meeting~~
- ~~Tuesday, November 16, 2021, 5th Annual Native American Pageant~~
- ~~Tuesday, January 11, 2022, 5:00-6:00pm NAPAC general meeting~~
- Tuesday, March 8, 2022, 5:00-6:00pm NAPAC general meeting
- Wednesday, April 20, 2022, 6:00pm-8:00pm Senior Recognition Event
- Saturday, April 23, 2022, 11:00am-10:00pm Powwow
- Tuesday, May 10, 2022, 5:00-6:00pm NAPAC general meeting

Meeting Agenda

- I. 5:00 PM Meeting Convenes
 - A. Agenda and Sign-in
 - B. Welcome and Check-in
 - C. Upcoming Events: 14th Annual RRPS Powwow and Class of 2022 Senior Recognition
 - D. 2022-2023 Title VI Grant Application Priorities
 - E. Meeting Adjourn

Suzanne Nguyen, RRPS Executive Director of Federal, Bilingual, and Native American Programs
suzanne.nguyen@rrps.net | (505) 896-0667

Freddine Martinez, Administrative Assistant for the Department of Federal, Bilingual, and Native American Programs
freddine.martinez@rrps.net | (505) 962-1171

Kelly Pearce, Federal Programs Instructional Coordinator
kelly.pearce@rrps.net | (505) 962-1323

Tradition

Leadership Honor Wisdom Growth



Legacy Commitment Integrity Respect

Identity



Native American Parent Advisory Committee (NAPAC) Meeting

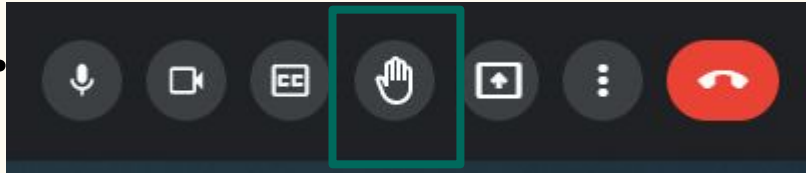
Tuesday, March 8, 2022
5:00 - 6:00 pm

Virtual Meeting
through Google Meet

Welcome Activity

Raise your digital hand if

you..



enjoy drinking
coffee

have ever won a
contest

try DIY
(do-it-yourself)
projects

play a musical
instrument

sing in the shower

2021-2022 NAPAC BOARD MEMBERS

Chairperson: Phil Savilla

Vice-Chairperson: DeeVonda Batres

Secretary/Recorder: Kanasta Stewart

Public Relations Officer: Philissa Calamity

Treasurer: Renelda Walker

Agenda and sign-in

- Agenda and Sign-in
- Welcome and Check-in
- Upcoming Events: 14th Annual RRPS Powwow and Class of 2022
Senior Recognition
- 2022-2023 Title VI Grant Application Priorities
- Meeting adjournment

PLEASE SIGN IN

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14th Annual RRPS Powwow

FREE family-friendly event celebrating Native American heritage and culture.

Saturday ▪ April ▪ 23 ✧ 11:00AM—8:00PM

Rio Rancho High School Track and Field, 301 Loma Colorado Blvd NE, Rio Rancho, NM 87124

HEAD STAFF

Head Gourd: Earl Neconie, Kiowa

Head Man: Ryland Jim, Hopi/Dine

Head Lady: Leilani Tenorio, Santo Domingo

Head Boy: Jayme Badwarrior Jr.

Head Girl: Bridget Sunshine Tsosie-Hohenstein, K'awaika/Kewa/Dine/Dakota

HOST DRUM GROUPS

Northern: White Bull Singers

Southern: Southwest Singers

Master of Ceremonies: Terry Pecos, Jemez

Arena Director: Philip Moosomin, Cree/Santo Domingo

Annual Powwow Art Contest



2019 Art Contest Winner
Mikayla Toddy

2022 RRPS POWWOW ART EXTRAVAGANZA

- **Art mediums:** drawing, painting, sculpture, etc.
- **School categories:** elementary, middle, high



The deadline is **Friday, April 15**. First- and second-place winners will be announced during the Powwow on **Saturday, April 23**.

Submit Your Artwork [Here!](#)



Native American Summer
Academy Event:
**MAKE AND TAKE
ART FUN**

*Join us at the RRPS Curriculum
and Instruction Training Center,
500 Laser Rd NE, for a virtual
session with a guest artist.
Afterward, supplies will be
available so you can create your
own art.*

**10 A.M. TO NOON
SATURDAY, APRIL 9**

For more information, contact
Kelly Pearce:
kelly.pearce@rrps.net

Class of 2022 Senior Recognition

Date: Wednesday, April 20, 2022

Time: 5:30pm - 7:30pm

Location: Sky Room Campus Park, 2516 King Blvd. NE, 87144

MC and Motivational Speaker: Monica Jojola



2021-2022 Title VI Grant Application

Brainstorming session for next year's priorities.

Title VI Goals

1. To meet the unique educational and culturally related academic needs of Indian students, so that such students can meet the challenging State academic standards;
2. To ensure that Indian students gain knowledge and understanding of Native communities, languages, tribal histories, traditions, and cultures; and
3. To ensure that teachers, principals, other school leaders, and other staff who serve Indian students have the ability to provide culturally appropriate and effective instruction and supports to such students.

New Mexico Public Education Department

Indian Education

Mission: To increase American Indian student academic and cultural achievement through culturally-relevant pedagogy, native language, and collaborative partnerships.

Vision: All American Indian students will become proficient in academic, cultural, and leadership standards to become productive and contributing members of their pueblo/tribe/nation and state.

Our Mission:



Rio Rancho Public Schools is dedicated to graduating each student with an educational foundation for success as a responsible, ethical contributor to society.

RRPS Native American Parent Advisory Committee is committed to providing each Native American student with the foundation to remain culturally connected while achieving academic success as a valued member of society.



Our focus areas for Native American Programs are:

1. Increasing attendance and reducing truancy; and
2. Improving educational opportunities for American Indian students to keep them engaged in school and on a pathway to college and/or career success (i.e. academic enrichment programs, after-school/Saturday/summer programs, project-based learning opportunities geared specifically toward American Indian students, etc.)



2022-2023 Title VI Grant Application

Brainstorming session for next year's priorities.

Save the dates!

- ❖ Wednesday, April 20, 2022, 6:00-8:00 pm Senior Recognition Event
- ❖ Saturday, April 23, 2022, 11:00-10:00 pm 14th Annual Powwow
- ❖ Tuesday, May 10, 2022, 5:00-6:00 pm NAPAC general meeting

Next Meeting

Tuesday, May 10, 2022

—

Thank
you!

NAPAC Meeting

Tuesday, March 8, 2022

5:00 - 6:00 PM

Via Google Meet

Meeting started at 5:03 PM.

Suzanne Welcome.

Opener activity, "Raise your digital hand if you..."

NAPAC Board members introduced themselves.

Upcoming events: 14th Annual Powwow. Saturday, April 23rd from 11:00AM - 8:00PM at the Rio Rancho High School Track & Field. Head Staff, Host Drum Groups, Master of Ceremonies, and Arena Director have all been identified. There will be the Powwow Art Contest, "2022 RRPS Powwow Art Extravaganza". Prizes for these categories will be awarded: elementary, middle, and high. Digital submissions. Deadline is Friday, April 15th.

Native American Summer Academy Event: Make and Take Art Fun. Saturday, April 9th from 10AM to NOON. This will be at the RRPS Training Center, 500 Laser Road (where in-person NAPAC meetings are held). Information will be sent to participants of the 2021 Native American Summer Academy, and also shared with Native American liaisons to disseminate.

Class of 2022 Senior Recognition. Wednesday, April 20, 2022 from 5:30 - 7:30 PM at Sky Room Campus Park. Monica Jojola will be the MC and Motivational Speaker. Food will be provided. An RSVP form will be sent to all Native American graduating seniors. Please let us know if you would like to help with this, or any other event.

Title VI Grant Application - brainstorming session for next year's priorities. A review of Title VI goals (federal), New Mexico Public Education Department (state) mission and vision, RRPS mission, RRPS NAPAC mission statement. Focus areas for Native American programs are to: increase attendance and reduce truancy, and improve educational opportunities for Native American students to keep them engaged in school and on a pathway to college and/or career success. Ideas: Provide ACT and SAT prep manuals, partnership with College Horizons has

been great, tutoring or support for AP classes, a mentorship program for our Native American students - maybe we could start small like just within NAPAC at first, financial literacy for high school students, supporting the NASUs with membership and structure, cover the cost of the AP exam fee, ACT exam fee, credit recovery fee, supply reimbursement program, having supplies available are helpful, provide (or connect students to) after school tutoring opportunities, helping through covering the cost or providing the Navajo Government class for Chief Manuelito scholarship eligibility.

Two high school students from CHS attended, and provided for a rich and wonderful dialogue through the student lens. Meeting attendees were inspired and encouraged by the thoughtful conversation and connections being made during this meeting.

Gina T. closed the meeting with positive affirmations for women since it is International Women's Day (March 8, 2022).

Meeting ended at 6:10 PM.