



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 the Local Educational Agency's (LEA's) budget submission along with adding it as part of your combined title program application. This form is available on the IED webpage: <https://webnew.ped.state.nm.us/bureaus/indian-education/tribal-consultation/>.

Name of LEA: RIO RANCHO PUBLIC SCHOOLS
Superintendent: DR. V. SUE CLEVELAND Contact Phone: (505) 896-0667 Contact Email: SUE.CLEVELAND@RRPS.NET
District Coordinator of Tribal Consultation (Federal Programs Director, Indian Education Director, Tribal Liaison, etc.):
Name and Title: SUZANNE NGUYEN, EXECUTIVE DIRECTOR OF FEDERAL, BILINGUAL, AND NATIVE AMERICAN PROGRAMS Contact Phone: (505) 962-1127 Contact Email: SUZANNE.NGUYEN@RRPS.NET
Tribal Leader or Designee:
Name and Title: SEVERAL, PLEASE SEE ATTACHMENTS Contact Phone: PLEASE SEE ATTACHMENTS Contact Email: PLEASE SEE ATTACHMENTS
<input type="checkbox"/> 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.)
Please list dates of attempts to conduct tribal consultation and tribal representative contacted, along with providing relevant documentation, letters sent, emails, etc.: PLEASE SEE ATTACHMENTS

Section 1

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 checked="" 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 checked="" type="checkbox"/> Systemic framework
<input checked="" type="checkbox"/> Accountability tool	<input checked="" 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 – please explain:	

AFFIRMATION AND SIGNATURES

Section 2

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 type="checkbox"/> Understanding Title I: Parts A, C and D	<ul style="list-style-type: none"> 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 type="checkbox"/> Understanding Title II, Part A	Supporting Effective Instruction

<input type="checkbox"/> Understanding Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement
<input 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 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 type="checkbox"/> State grant opportunities	Indian Education Act , Indigenous Education Initiative Bilingual Multicultural Education Program Other-PED Grants
<input type="checkbox"/> Other Grants- please provide:	

Please provide a detailed narrative outlining the items that were covered during the consultation to include programs, services, data, budgets, applications, available resources, any follow-up items, along with the results of the consultation held next scheduled meeting.

Suzanne Nguyen

Printed Name of Superintendent or Designee

Suzanne Nguyen

Signature of Superintendent or Designee

5-19-2023

Date

(PLEASE SEE ATTACHMENTS)

Printed Name of Tribal Leader or Proxy

(PLEASE SEE ATTACHMENTS)

Signature of Tribal Leader or Proxy

Date

Each LEA must maintain this document in the agency's records and forward to the School Budget and Finance Analysis Bureau to be kept on file with the budget submission of the school district or charter school. For questions or more information, please contact the Indian Education Division at (505) 372-9458.

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

**Indian Parent Committee Information
for Title VI Indian Education Formula Grant Program**

LEA Name: Rio Rancho Public Schools City Rio Rancho State NM Zip Code 87124
PR Award #: S060A232120

Summary: All local education agency (LEA) applicants will upload: (1) the Indian Parent Committee Application Approval; and (2) the Indian Parent Committee Membership List into the ED's electronic application system before EASIE Part II closes. See EASIE Part II FAQs [HERE](#) for more information.

IPC Approval Directions (Note: This section is to be completed by the IPC):

All LEA applicants must develop the project with the participation of a parent committee selected in accordance with ESEA section 6114(c); and with the written approval of that parent committee. (ESEA Section 6114(c)(4)).

Attestation: The IPC Chairperson attests that the IPC: (1) participated fully in the planning and development of the FY23 OIE Formula Title VI (A) application, and (2) approves the proposed program as either a regular formula grant program, Title I School-Wide program, or Integration of Services under ESEA Section 6116. The IPC approval date confirms when the proposed program was approved. The IPC also attests that it had an opportunity to review the program in a timely fashion and that the program is consistent with the purpose of the Formula grant program for Indian students. If a Title I School-Wide application was submitted and approved by the IPC, the IPC understands that the Title VI project funds will be combined with Title I and other federal funding. In doing so, the IPC has determined that including project funds within a Title I School-Wide program would not diminish the availability of culturally-related activities for Indian students. The IPC determined that the program will directly enhance the educational experience of Indian students. (ESEA Sections 6114(c)(4)(C) and 6115(c))

IPC Approval Date: 5/2/2023

Print Name and Title VI Indian Parent Committee Chairperson/Designee
(must also appear in Column A of the table at the top of page 2 below)

Renelda Walker

Signature of Title VI Indian Parent Committee Chairperson/Designee



Section 2: Indian Parent Committee (IPC) Membership List (Note: This section is to be completed by either the IPC or the LEA applicant.)

Directions: All LEA applicants will provide a list of printed names of all current members of the IPC. ESEA section 6114(c)(4) requires the IPC to be comprised of **parents and family members (Column A below)** of Indian children enrolled in the school; **representatives of Indian tribes (Column B below)** on Indian lands located within 50 miles of any school that the agency will serve if such tribes have any children in such school; **Teachers (Column C below)**; and if appropriate, **Indian students (Column D below)** attending the LEA's secondary schools.

The IPC must consist of more than one-half (51%+) of parents and family members of eligible Indian children enrolled in the LEA, with a minimum of three (3) IPC members inclusive of a Chairperson (**Column A**). Tribal officials (**Column B**) must have formal delegation from the Tribe on file. Please list **each person only once** in the table below. Column A is required, Columns B through D are recommended, but not required for approval.

A. Parent/family members: 51%+; 3 min.; inc. Chair (Required)	B. Tribal Reps (recommended)	C. Teachers (recommended)	D. Students (recommended)
DeeVonda Batres	Kevin Facer	Denise Naranjo	Emileigh Curley
Ray Tafoya	Stephanie Mack	Karen Curley	Kaiya Brown
Kanasta Steward	Brandie Chavez	Sheri Boldt	Makayla Toddy
DeeVonda Batres	Raquel Garcia	Yvette Britton	Rorie Good Luck
Philissa Calamity	Margaret Garcia	Cheryl Wise	Dalashanece Holtsoi
Gina Tafoya	Juan Montoya	Eric Yazzie-Campbell	Ethan Bahe-Padilla
Faye Detar	Giselle Montoya	Harpreet Bhullar	Madison Sherman
Renelda Walker	Kevin Shendo	Carla Dominguez	Alannah Detar

Section 3: Indian Parent Committee (IPC) Bylaws

Directions: Within six months of receiving the award, the LEA assures the IPC will adopt and abide by reasonable bylaws for the conduct of the activities of the committee. (ESEA Section 6114(c)(4)(D))

Section 4: Comments (Optional)

Rio Rancho Public Schools

2022-2023 Native American Programs Communication, Collaboration, and Consultation Log

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

Date	Mode of Communication	Purpose
July 5, 2022	Email	Coordination of Navajo Language course for Fall 2022
July 11, 2022	Email	NB3Fit guest speakers for Community Engagement event
July 19, 2022	email	Email communication with a student about Navajo Government class
July 27, 2022	email	IAIA Touring Troupe Workshop
July 28, 2022	email	District based programming opportunities - required 506 form
August 1, 2022 through September 30, 2022	email	Native American reimbursement program launch
August 2, 2022	email	ACT and SAT support books
August 12, 2022	email	Pueblo of Zia cultural excusal for students
August 25, 2022	email	School calendar and schedule clarifications
August 26, 2022	Email, phone, and in-person	Vacancy for a Native American liaison Educational Assistant position. Posting and interviewing.
September 13, 2022	Google Meet	NAPAC public meeting
September 26, 2022	email	Annual RRPS Native American pageant

September 27, 2022	in-person	Informational meeting with parents and families about the Pueblo of Santa Ana Language and Culture class offered in RRPS
September 29, 2022	Google Meet	Meeting with Alesandra Zsiba, Founding Director of The Identity Project, to support indigenous education
October 11, 2022	email	Pueblo of Jemez cultural excusal day
October 13, 2022	email	10th Annual Native American College Fair
October 19, 2023	Email and in-person	Hosting the Navajo Nation in-person tribal consultation meetings at our training center
October 20, 2023	virtual	Tribal Consultation between RRPS and Navajo Nation DODE
October 21, 2022	Email and in-person	Coordinating the annual RRPS Fun Run with the high school Native American Student Unions
October 24, 2022	Virtual	Formal tribal consultation with the Navajo Nation
October 25, 2023	email	Navajo student achievement data
October 25, 2022	Google Meet	NAPAC Board Elections
October 26, 2022	email	Look Across the Mountain VII Conference for students, parents, and teachers
October 26, 2022	Google Meet	Native American Pageant planning committee meeting
October 28, 2022	Email and phone	Support a student and parent in search of traditional Choctaw women's clothing

November 1-3, 2022	email	Pueblo of Santa Ana cultural excusal for students
November 4, 2022	email	Indian Pueblo Cultural Center Veterans Day celebration with our RRPS royalty
November 5, 2022	In-person event	Annual Native American Student Union Fun Run
November 7, 2022	email	Parent request for AP exam fee support
November 7, 2022	email	Reinstate the RRPS AISES club
November 15, 2022	Google Meet	NAPAC public meeting
November 16, 2022	In-person and email	Copies of indigenous education related books to support professional learning for teachers
November 17, 2022	email	List of shared students with the Pueblo of Santa Clara
November 17, 2022	In-person event	Native American Pageant
November 29, 2022	Google Meet	NAPAC Board meeting to plan and prepare for the next NAPAC general meeting
December 20, 2022	In-person	Little Miss Indian RRPS helping with meal distribution
January 3, 2023	email	Navajo Nation Seal of Bilingual Proficiency
January 4, 2023	email	Pueblo of Santa Ana cultural excusal for students
January 10, 2023	In-person event	NAPAC public meeting
January 10, 2023	Email and virtual	Navajo Nation tribal consultation
January 10, 2023	email	Pueblo of Zia cultural excusal for students

January 11, 2023	email	Collaboration with Santa Fe Public Schools about Native American credit bearing class
January 23, 2023	email	AISES Region 3 Conference recruitment
January 26, 2023	email	Pueblo of Jemez cultural excusal
January 26, 2023	email	Pueblo of Zia current seniors
January 31, 2023	email	Pueblo of Zia current seniors
February 13, 2023	email	Southwestern Colorado Area Health Education Center Health Careers Institute for Native American high school students
February 16, 2023	email	Soap drive from our Native American royalty
February 21, 2023	email	NB3Fit scholarships for spring activities
February 23, 2023	In-person, virtual, and email	Regional Education Collaborative meeting
March 1, 2023	email	Partnership with the Pueblo of Santa Ana for a LANL Foundation grant opportunity
March 4, 2023	Email and phone	Concerns about a student's attendance, some are culturally excused
March 7, 2023	Google Meet	NAPAC Board meeting to plan and prepare for the next NAPAC general meeting
March 8, 2023	In-person event	Miss Indian New Mexico guest presentation for our Native American student club
March 14, 2023	In-person event	NAPAC public meeting
March 15, 2023	email	Invitation to the Mescalero Culture week April 3-5

March 27, 2023	email	Summer program opportunities for Native American students
March 28, 2023	virtual	Tribal Advocacy for Educational Change
March 28, 2023	Email and in-person	Pueblo of Santa Ana and RRPS home-school liaison partnership
April 3, 2023	email	Credit check for shared students with the Pueblo of Santa Ana
April 4, 2023	Email and in-person	Indian Pueblo Cultural Center American Indian Week and Spring Arts market
April 5, 2023	email	NM Gas Company Native American Scholarships
April 7, 2023	email	Pueblo of Santa Ana cultural excusal for students
April 22, 2023	In-person event	15th annual RRPS powwow
April 24, 2023	Email and in-person	Support with Navajo Nation members in Chinle, due to flooding
April 28, 2023	In-person event	Field trip for students to attend the Gathering of Nations Powwow
May 2, 2023	In-person event	NAPAC public meeting
May 2, 2023	email	Native American parent requesting donations to support student activities
May 4, 2023	Email and phone	Verify list of graduates
May 5-19, 2023	Email, phone, and in-person	Notification and invitation to tribal leaders for shared students who are graduating high school
May 8, 2023	Email and phone	Discuss graduation status of

		a shared student from the Pueblo of Acoma
May 9, 2023	In-person event	Native American Senior Recognition Banquet
May 10, 2023	In-person at the PSA Education Building	Discuss the Home-School Liaison and RRPS partnership and communication
May 11, 2023	email	Getting Pueblo of Santa Ana Education Department PowerSchool access for our shared students
May 15, 2023	email	Pueblo of Zia school visits
May 16, 2023	email	NB#Fit summer program opportunities
July 17-27, 2023	In-person event	Native American Summer Academy

**MEMORANDUM OF AGREEMENT BETWEEN
RIO RANCHO PUBLIC SCHOOLS
AND
PUEBLO OF SANTA ANA DEPARTMENT OF EDUCATION**

This Memorandum of Agreement, (hereinafter referred to as "MOA") is between RIO RANCHO PUBLIC SCHOOLS (hereinafter referred to as RRPS), and the PUEBLO OF SANTA ANA EDUCATION DEPARTMENT (hereinafter referred to as PSA) collectively referred to as "the Parties."

I. Purpose

1.01 The purpose of this MOA is to establish cooperative working procedures and relationships between Rio Rancho Public Schools and the Pueblo of Santa Ana Education Department in the provision of Imagine Learning Edgenuity (hereinafter referred to as Edgenuity) educational software in compliance with applicable federal and New Mexico State laws and regulations. This MOA applies to participants/students eligible for grades 9-12.

1.02 The Pueblo of Santa Ana will:

- 1) Provide learning through effective technology and create a model for distance learning.
- 2) Support the Pueblo of Santa Ana student achievement in a distance-learning environment by engaging students through a meaningful, relevant, and rigorous learning environment by applying technology to facilitate and demonstrate students' learning.
- 3) Provide student-centered learning that integrates technology, interactive curriculum, and project-based approaches.
- 4) Meet with the student and/or parents/guardians and request an agreement, with signature, about an individualized Edgenuity plan based on pretest and homework and guidelines of the program and requirements for participation.
- 5) Provide progress and grade reports to Rio Rancho Public Schools.
- 6) Monitor progress every other day at a minimum. Provide feedback to the student and family. The Pueblo of Santa Ana will provide documentation of the final grade to family and Rio Rancho Public Schools.
- 7) Meet with Rio Rancho Public Schools to review progress.
- 8) Provide the Edgenuity Credit Recovery Program for the Pueblo of Santa Ana students.

1.03 Rio Rancho Public Schools will:

- 1) Provide Pueblo of Santa Ana with the course assignment, class section and any information pertaining to the course identification codes used for the Pueblo of Santa Ana Edgenuity participants within 2 weeks of request.
- 2) Provide transcripts to Pueblo of Santa Ana within 1 month of completed Edgenuity course and to the school of record where the student attends.

1.04 Mutual Agreement between Rio Rancho Public Schools and Pueblo of Santa Ana:

- 1) The Parties will adhere to all timelines and decisions made.
- 2) The Parties shall keep student information confidential to the extent required by law.
- 3) PSA and/or RRPS will contact each other for further student academic consultation.

II. No Waiver of Sovereign Immunity

2.01 Nothing in this Agreement shall be interpreted to waive the sovereign immunity of the Pueblo of Santa Ana.

III. Notice

3.01 Any notice, permitted or required by the Agreement, must comply with both the following:

- 1) Be in writing.
- 2) Be transmitted to the address or facsimile number identified in this Agreement.

3.02 In the case of Rio Rancho Public Schools, notices shall be sent to:

Rio Rancho Public Schools
500 Laser Road NE
Rio Rancho, NM 87124

In the case of the Pueblo of Santa Ana, notices shall be sent to:

Pueblo of Santa Ana
Education Department
02 Dover Road
Santa Ana Pueblo, NM 87004

IV. Change of Address, Telephone, and Fax Numbers

4.01 The RRPS and the Pueblo of Santa Ana Department of Education must immediately notify each other of any business address, telephone number, or fax number change.

V. Amendments

5.01 The Parties understand that there may be a need to amend this agreement to reflect changes in the services provided or for other reasons that are appropriate. Any amendments, modifications, or waivers of this Agreement may be made only by the mutual consent of the Parties.


AGREEMENT REVIEW


RIO RANCHO PUBLIC SCHOOLS and THE PUEBLO OF SANTA ANA EDUCATION DEPARTMENT will review and update their agreement as requested by either party.

IN WITNESS WHEREOF, RIO RANCHO PUBLIC SCHOOLS and THE PUEBLO OF SANTA ANA DEPARTMENT OF EDUCATION has executed this Agreement as of the date written.

PUEBLO OF SANTA ANA


RIO RANCHO PUBLIC SCHOOLS

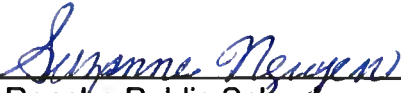
By  _____
Pueblo of Santa Ana
Governor
Joseph Sanchez

By  _____
Rio Rancho Public Schools
Superintendent
Dr. V. Sue Cleveland

Date 6-27-2022

Date 6-29-2022

By  _____
Pueblo of Santa Ana
Director of Education
Kevin Facer Ed.D.

By  _____
Rio Rancho Public Schools
Executive Director of Federal, Bilingual,
and Native American Programs
Suzanne Nguyen

Date 6/23/2022

Date 6/28/2022

PUEBLO OF SANTA ANA

Department of Education

MEMORANDUM OF AGREEMENT BETWEEN

PUEBLO OF SANTA ANA AND RIO RANCHO PUBLIC SCHOOLS

THIS AGREEMENT is made and entered into by the Pueblo of Santa Ana (PSA)/Department of Education, hereinafter referred to as the PSA, and Rio Rancho Public Schools, hereinafter referred to as RRPS. The purpose of this agreement is to partner to provide a network of support for the PSA students attending RRPS, through the PSA's Home School Liaison (HSL) program, to create a partnership to ensure that the PSA is provided with reports, data, testing, attendance, and behavior specific to the social, intellectual and academic growth of the PSA students.

WHEREAS, Rio Rancho Public Schools recognizes that the PSA has a Home School Liaison program to directly support their students in the areas of academic achievement, attendance, behavior, citizenship, social development, and intellectual growth; and

WHEREAS, Rio Rancho Public Schools recognizes that the PSA's Home School Liaison program will follow the Family Education Right and Privacy Act (U.S. Code – 20 USC 1232) for the protection of students; written consent must be given by parent/guardian.

THE PUEBLO OF SANTA ANA and RIO RANCHO PUBLIC SCHOOLS will:

1. Maintain open lines of communication to support the PSA students' social and academic growth.
2. Utilize the PSA HSL program as a tool to directly support and motivate academic success for PSA students.
3. PSA and RRPS will communicate and work cooperatively to implement the terms of the agreement.
4. Copies of the signed *Parent Authorization Form for Release of Student Information* will be shared between both parties (PSA and Rio Rancho Public Schools)

NOW, THEREFORE, the PSA does hereby agree as follows:

1. The Pueblo of Santa Ana Department of Education Administrators will ensure that the HSL will have a completed background investigation to work with children.
2. The Pueblo of Santa Ana Home School HSL will monitor and work with SFIS in the following ways: to obtain student class schedules, report cards, attendance reports, progress reports and suspension reports, so that the HSL can use the information to give support to the PSA students to achieve social and academic growth.
3. The Pueblo of Santa Ana HSL will: contact parent(s) for education meetings with principals, counselors and teachers. (It is at the discretion of the parent to have the HSL attend these meetings)
4. The Pueblo of Santa Ana HSL will visit classrooms with school permission to observe student behavior, student learning and teacher-students relationships, as necessary.
5. All information received is considered confidential.

RRPS, will perform the following activities pursuant to this Agreement:

1. The RRPS will utilize the districts' *Parent Authorization Form for Release of Student Information*, allowing student records to be disclosed to a person other than parents/guardians. (Copies will be shared with the PSA HSL)
2. Provide copies of student reports to the PSA HSL to include attendance, grades, discipline, testing scores on students; all reports that affect the social and academic growth of our PSA student(s). Reports will only be released for those students that parents/guardians have authorized permission on record.
3. Contact the Pueblo of Santa Ana HSL when issues arise with PSA students that directly impact a student's social and academic growth. The HSL will only be contacted for those students that have a *Parent Authorization Form* on record.

TERMINATION OF AGREEMENT or AMENDMENT:

Either party hereto, upon thirty (30) days written notice to the other party, may terminate this Agreement. By such termination, neither party may nullify obligations incurred prior to the effective date of termination. Termination of agreement shall not operate to negate certification issued pursuant to the Agreement.

This Agreement shall not be altered, changed, or amended except by an instrument in writing executed by the parties hereto.

IN WITNESS WHEREOF, THE PARTIES HAVE EXECUTED THIS Agreement as of the most recent date of both signatures appearing below.

THE PUEBLO OF SANTA ANA:

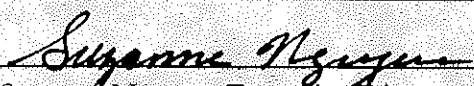


Governor Myron Armijo

12 OCT 16

Date

RIO RANCHO PUBLIC SCHOOLS



Suzanne Nguyen, Executive Director
RRPS Federal Programs

10/27/2016

Date

RIO RANCHO PUBLIC SCHOOLS



Dr. V. Sue Cleveland, Superintendent
Rio Rancho Public Schools

10-27-2016

Date

STATEWIDE DUAL CREDIT MASTER AGREEMENT

November 2019

NEW MEXICO SECONDARY AND POSTSECONDARY DUAL CREDIT PROGRAM

MEMORANDUM OF AGREEMENT

Between Institute of American Indian Arts (POSTSECONDARY INSTITUTION)

And

Rio Rancho Public Schools (LEA)

Note: SB 943 (Laws 2007, Chapter 227) creates a dual credit program in state statute. Postsecondary institutions and Local Education Agencies (LEAs) must refer to 6.30.7 New Mexico Administrative Code (NMAC) for rules regarding dual credit program implementation.

TERMS OF AGREEMENT

PART 1- GENERAL PROVISIONS OF AGREEMENT

A. SCOPE

Dual credit shall be provided in accordance with the terms and conditions of this uniform Master Agreement (hereafter Agreement), which supersedes all previous agreements, versions and addenda. This agreement applies to local education agencies (public school districts, locally chartered and state-chartered charter schools, state-supported schools, and Bureau of Indian Education-funded high schools) (hereafter LEA), high school students who attend secondary schools, and public postsecondary institutions in New Mexico including tribal colleges (Hereafter Postsecondary Institution). The LEA may complete agreements with multiple postsecondary institutions. The postsecondary institution may complete agreements with multiple LEAs.

B. DEFINITION OF DUAL CREDIT PROGRAM

"Dual Credit Program" means a program that allows high school students to enroll in college-level courses offered by a POSTSECONDARY INSTITUTION that may be academic or career technical but not remedial or developmental, and simultaneously to earn credit toward high school graduation and a postsecondary degree or certificate.

C. AUTHORIZATION

Dual Credit Programs are authorized by Sections 21-1-1.2, 21-1B-3, 21-13-19 and 22-13-1.4 NMSA 1978 and 6.30.7 NMAC.

D. PURPOSES

The primary purposes of a dual credit program are to increase the educational options and opportunities for high school students and increase the overall quality of instruction and learning available through secondary schools. Fundamentally, dual credit programs allow students to earn credit at the secondary and postsecondary levels simultaneously. The programs may also encourage more students to consider academic or career technical higher education, especially students from underrepresented groups. Research indicates that dual credit programs can lead to better completion rates for both high school and college; reduce the need for remediation; shorten time to a diploma or degree completion; reduce the cost of higher education; reinforce the concept of life-long learning through an educational continuum; provide an alternative for students tempted to leave high school to enter the workforce; and, especially when offered through distance learning, provide equal access to higher education opportunities to students, whether rural or urban.

E. ELIGIBILITY AND APPROVAL

The following general eligibility and approval requirements shall apply to all Agreements. The Agreement specifies the means by which the state will provide equal opportunities to all high school students who wish to participate in the dual credit program. The Agreement: 1) specifies eligible courses, academic quality of dual credit courses, student eligibility, course approval, course requirements, required content of the form, state reporting, liabilities of parties, and student appeals; and 2) states the roles, responsibilities and liabilities of the LEA, the postsecondary institution, student and the student's family.

1. Eligible Courses

College courses that are academic or career technical and that simultaneously earn credit toward high school graduation and a postsecondary degree or certificate shall be eligible for dual credit. Remedial, developmental and physical education activity courses are not eligible for dual credit. Dual credit courses may be taken as elective or core course (except physical education activity course) high school credits. Core courses means a course required for high school graduation as defined in 22-13-1.1 NMSA.

The LEA in collaboration with the POSTSECONDARY INSTITUTION shall determine a list of academic and career technical courses eligible for dual credit for inclusion into the appendix. The appendix shall indicate the name of the postsecondary institution, the name of the LEA, the date, course subject and number, course title, location of course delivery and semester offered. The LEA shall submit the appendix electronically to NMHED and PED when the Master Agreement is signed and at the end of each semester prior to its application for which the appendix is modified.

Dual credit courses may be offered at LEAs, in collaboration with the POSTSECONDARY INSTITUTION offering the courses. Dual credit courses may be delivered during or outside of LEA hours.

The POSTSECONDARY INSTITUTION may offer dual credit courses via distance learning (online, hybrid, correspondence, Cyber Academy [IDEAL-NM]) in accordance with 6.30.7.8 NMAC as this option becomes available and cost-effective. All dual credit course rules apply (6.30.7 NMAC). The LEA and POSTSECONDARY INSTITUTION participating in the Cyber Academy shall be subject to applicable rules pertaining to distance learning (6.30.8 NMAC).

2. Academic Quality of Dual Credit Courses

College courses eligible for dual credit shall meet the rigor for POSTSECONDARY INSTITUTION credit and be congruent with the POSTSECONDARY INSTITUTION's normal offerings. Classes offered in LEA settings shall conform to the POSTSECONDARY INSTITUTION's academic standards. Faculty for all dual credit courses shall be approved by the POSTSECONDARY INSTITUTION.

Dual Credit courses must meet the public education department standards and benchmarks. Dual credit courses that are part of the general education common core for postsecondary institutions are eligible for transfer among New Mexico postsecondary institutions pursuant to Subsection D of 21-1B-3 NMSA 1978. Credit is eligible for transfer from one public postsecondary institution to another and is applied toward requirements for postsecondary graduation and receipt of a degree.

3. Student Eligibility

The LEA and POSTSECONDARY INSTITUTION shall qualify and advise candidates for dual credit from the pool of eligible high school students. A candidate for dual credit is eligible for consideration for fall, winter and summer semesters if he or she:

1. Is enrolled during the fall and winter in a LEA in one-half or more of the minimum course requirements approved by PED for public school students under its jurisdiction or by being in physical attendance at a bureau of Indian education-funded high school at least three documented contact hours per day pursuant to 25 CFR 39.211(c);
2. Obtains permission from the LEA representative (in consultation with the student's individualized education program team, as needed), the student's parent or guardian if the student is under 18 years old, and POSTSECONDARY INSTITUTION representative prior to enrolling in a dual credit course; and
3. Meets POSTSECONDARY INSTITUTION requirements to enroll as a dual credit student.

4. Course Approval

Approval for dual credit shall be by the LEA and POSTSECONDARY INSTITUTION representatives on a course-by-course basis each semester based on the student's prior coursework, career pathway, and/or academic readiness. There is no state limit to the number of credits a student may earn through dual credit in an academic term; however, the student must meet eligibility requirements.

5. Course Requirements

The course requirements for high school students enrolled in dual credit courses shall be the same as those of regular college students. Course requirement information shall include the course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information.

6. Eligible Semesters

Eligible students may enroll in dual credit courses year-round.

7. Course Transcribing Ratios

Unless otherwise approved by the cabinet secretaries of higher education and public education departments, successful completion of three credit hours of postsecondary instruction shall result in the awarding of one high school unit for said completed postsecondary course. If the LEA and POSTSECONDARY INSTITUTION determine that a different ratio is warranted for a particular dual credit course comparable to LEA core courses in order to meet PED standards and benchmarks, they may appeal to the Council, which may recommend a different ratio to the cabinet secretaries. The joint decision of the cabinet secretaries shall be final.

8. Required content of Dual Credit Request Form

Each semester, the Dual Credit Request Form (hereafter Form) shall be used to document each student request for enrollment in dual credit courses and the review and approval process within the LEA and POSTSECONDARY INSTITUTION. LEAs and POSTSECONDARY INSTITUTIONS shall provide the form to eligible students and appropriate LEA staff online and in hardcopy. The Form appears at the end of this Agreement. 6.30.7.12 NMAC specifies Form content.

9. State Reporting

The LEA and POSTSECONDARY INSTITUTION shall retain educational records in accordance with New Mexico or Federal statutes and record retention regulations as per 1.20.2 NMAC and 1.20.3 NMAC, or 25 CFR, Part 43, as applicable. NMHED and PED shall verify and reconcile the respective dual credit records at the end of each academic year. Students enrolled in dual credit courses shall be classified as such and reported to NMHED and PED as per 6.30.7.12 NMAC.

10. Liabilities of Parties

Personal Liabilities for the student shall be equal to those of POSTSECONDARY INSTITUTION students.

11. Appeals

Each STUDENT, LEA, and POSTSECONDARY INSTITUTION has the right to appeal decisions concerning the dual credit program.

The LEA and POSTSECONDAR INSTITUTION shall have a student appeals process pertaining to student enrollment in dual credit programs. LEA and POSTSECONDARY INSTITUTION decisions are final.

The Dual Credit Council (Council) shall administer an appeals process for LEA and POSTSECONDARY INSTITUTION representatives to address issues outside the scope of the Agreement, including the determination of alignment of course content to determine the appropriate credit ratio. The Council is an advisory group consisting of NMHED and PED staff that issues recommendations to the cabinet secretaries. The cabinet secretaries shall at jointly upon Council recommendations; their decisions shall be final.

PART 2 – SPECIFIC PROVISIONS OF AGREEMENT

The following provisions outline the specific responsibilities and duties that apply to the POSTSECONDARY INSTITUTION, SECONDARY SCHOOL, ad STUDENTS participating in the dual credit program to ensure adequate participation by each party.

A. RESPONSIBILITIES AND DUTIES OF THE POSTSECONDARY INSTITUTION

1. Admission and Enrollment of Students

The POSTSECONDARY INSTITUTION shall:

1. Designate a representative to review and sign the completed Form with the understanding that only a form endorsed by all parties shall constitute a dual credit approval request;
2. Determine, in collaboration with the LEA, the required academic standing of each student eligible to participate in the dual credit program.
3. Collaborate with the LEA to reach agreement on admission and registration of eligible dual credit students for the stated semester;
4. Employ a method of qualifying the student for dual credit that demonstrates that the student has the appropriate skills and maturity to benefit from the instruction requested;
5. Provide advisement to review the appropriateness of each student's enrollment in a course prior to registration in terms of academic readiness, age requirements, and programmatic issues;
6. Provide the Form to eligible students and appropriate LEA staff online and in hardcopy;
7. Approve the Form each semester based on each student's prior coursework, career pathway, and/or academic readiness;
8. Provide a copy of each approved Form to the appropriate LEA representative;
9. Provide course placement evaluation services and consider a high school college readiness assessment to verify a student's academic skill level and to ensure compliance with course prerequisites;
10. Provide information and orientation, in collaboration with the LEA, to the student and parent or guardian regarding the responsibilities of dual credit enrollment including academic rigor, time commitments, and behavioral expectations associated with taking POSTSECONDARY INSTITUTION courses and the importance of satisfactorily completing the POSTSECONDARY INSTITUTION credits attempted in order for dual credit to be awarded;

11. Inform students of course requirement information, which includes course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information; and
12. Advise parents of federal Family Educational Rights and Privacy Act (FERPA) rules.

2. Responsibilities for Funding Dual Credit

The POSTSECONDARY INSTITUTION shall:

1. Waive all general fees for dual credit courses;
2. Waive tuition for high school students taking dual credit courses; and
3. Make every effort to adopt textbooks for at least three years.

3. Reporting of Student Records

The POSTSECONDARY INSTITUTION shall:

1. Provide the LEA, within the first thirty days of the academic term, access to each student's official schedule of classes as verification of registration. The LEA shall notify the POSTSECONDARY INSTITUTION if the report is in conflict with the school endorsed registration;
2. Track progress of dual credit enrolled students on the issue of academic performance and provide reports, as needed to the LEA;
3. Retain the official transcript or grade report of the dual credit student that records the term of enrollment, courses/credits attempted, courses/credits completed, grades and grade point average earned;
4. Release, at the request of the student, official POSTSECONDARY INSTITUTION transcript request practices; and
5. Provide final grades to the LEA for each dual credit student;
6. Deliver final grades for all dual credit students to the LEA with sufficient time to be included with final grades; this schedule shall be defined by the parties in the agreement and shall address the time frame appropriate for determining student graduation from high school; and
7. Comply with data collection and reporting provisions in 6.30.7.12 NMAC.

B. RESPONSIBILITIES AND DUTIES OF THE LEA

1. Admission an Enrollment of Students

The LEA shall:

1. Designate a representative to collaborate with the POSTSECONDARY INSTITUTION to reach agreement on admission and registration of eligible dual credit students for the stated semester;
2. Determine, in collaboration with the POSTSECONDARY INSTITUTION, the required academic standing for students eligible to participate in the dual credit program;
3. Collaborate with the POSTSECONDAY INSTITUTION to reach agreement on admission and registration of eligible dual credit students for the stated semester;
4. Employ a method of qualifying the student for dual credit based on factors which may include academic performance review, use of Next Step Plan, assessments, advisement and career guidance, and therefore recommend enrollment at the POSTSECONDARY INSTITUTION with evidence that the student has the appropriate skills and maturity to benefit from the instruction requested;
5. Provide information and orientation to students about opportunities to participate in dual credit programs during student advisement, academic support, and, where applicable, formulation of annual Next Step Plans;

6. Provide the Form to eligible STUDENTS and appropriate LEA staff online and in hard copy;
7. Approve the Form each semester based on each student's prior coursework, career pathway, and/or academic readiness;
8. Provide information and orientation, in collaboration with the POSTSECONDARY INSTITUTION, to the STUDENT and STUDENT'S family regarding the responsibilities of dual credit enrollment, including academic rigor, time commitments, and behavioral expectations associated with taking college courses and the importance of satisfactorily completing the college credits attempted in order for dual credit to be awarded and lottery scholarship eligibility to be maintained;
9. Inform students of course requirement information which includes course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information;
10. Notify POSTSECONDARY INSTITUTION if the student's official schedule of classes is in conflict with the school endorsed registration;
11. Provide appropriate accommodations and services for special education students while the students are enrolled in dual credit classes, including academic adjustments and auxiliary aids and services for eligible students across educational activities and settings (e.g. equipping school computers with screen-reading, voice recognition or other adaptive hardware or software and providing note-takers, recording devices, or sign language interpreters, or other adaptation as required by law);
12. Inform students in need of accommodations or other arrangements of the need to speak directly with the Disabilities Coordinator at the POSTSECONDARY INSTITUTION in order to receive accommodations in any college-level dual credit course;
13. Work collaboratively with the POSTSECONDARY INSTITUTION to submit a student's request for change in registration according to POSTSECONDARY INSTITUTION policies and within officially published deadlines (e.g. add, drop, withdrawal); and
14. Make it clear to students that if they fail or withdraw from dual credit classes that they were intending to use to substitute for a high school requirement that they will have to make up those credits in order to graduate. The dual credit course grade will appear on the student high school transcript.

2. Responsibility for Funding Dual Credit

The LEA shall:

Pay the cost of the required textbooks and other course supplies for the postsecondary course the dual credit student is enrolled in through purchase arrangements with the bookstore at the POSTSECONDARY INSTITUTION or other cost-efficient method.

3. Dual Credit Courses Offered at High School

Upon agreement of the LEA and the POSTSECONDARY INSTITUTION, courses may be offered at high school sites. In these instances, courses shall follow established LEA site time blocks.

4. Reporting of Student Records

The LEA shall:

1. Furnish an official high school transcript to the POSTSECONDARY INSTITUTION if required by the POSTSECONDARY INSTITUTION;
2. Record, unchanged, the grade given to the dual credit student by the POSTSECONDARY INSTITUTION on each student high school transcript;
3. Retain educational records in accordance with New Mexico and Federal statutes and record retention regulations as per 1.20.2 NMAC or 25 CFR, Part 43, as applicable; and
4. Comply with data collection and reporting provisions in 6.30.7.12 NMAC.

RESPONSIBILITIES AND DUTIES OF STUDENTS AND PARENTS

1. Admission and Enrollment of Students

For a student to be accepted and enrolled into a dual credit program, the STUDENT shall;

1. Discuss potential dual credit courses with the appropriate LEA and POSTSECONDARY INSTITUTION staff, including POSTSECONDARY INSTITUTION admission and registration requirements, course requirements, credits to be attempted, credits to be awarded, scheduling under dual credit, and implications for failure to successfully complete the course;
2. Obtain course requirements for each course, including course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information.
3. Meet the prerequisites and requirements of the course(s) to be taken;
4. Complete the Form available online or in hard copy from the LEA or POSTSECONDARY INSTITUTION;
5. Obtain approval for enrolling in the dual credit program each semester by acquiring all necessary signatures on the Form;
6. Register for courses during the POSTSECONDARY INSTITUTION standard registration periods (Note: enrollments shall not be permitted after the close of posted late registration);
7. Discuss any request for a change in registration (add, drop, withdrawal) and complete all necessary forms and procedures with appropriate LEA and POSTSECONDARY INSTITUTION staff; and
8. Comply with the POSTSECONDARY INSTITUTION and LEA student code of conduct and other institutional policies.

2. Rights and Privileges of Student

The right and privileges of STUDENTS participating in Dual Credit include:

1. The right and privileges equal to those extended to LEA and POSTSECONDARY INSTITUTION students, unless otherwise excluded by any section of this Agreement;
2. The use of the POSTSECONDARY INSTITUTION library, course-related labs and other instructional facilities, use of the POSTSECONDARY INSTITUTION programs and services such as counseling, tutoring, advising, and special services for the students with disabilities, and access to POSTSECONDARY INSTITUTION personnel and resources as required; and
3. The right to appeal, in writing to the LEA or POSTSECONDARY INSTITUTION, as applicable, any decision pertaining to enrollment in the dual credit program.

3. Financial Responsibility for Funding Dual Credit

The STUDENT shall:

1. Return the textbooks and unused course supplies to the LEA when the student completes the course or withdraws from the course (subject to provisions in Subsection B of Section 22-15-10 NMSA 1978 regarding lost or damaged instructional material);
2. Arrange transportation to the site of the dual credit course. Depending upon the time and course location, the student may have access to transportation through the LEA if the dual credit course is offered during the school day; and
3. Be responsible for course-specific (e.g. lab, computer) fees.

4. Confidentiality of Student Records

1. Student educational records created as a result of this Agreement shall be retained and disseminated in accordance with Family Educational Rights and Privacy Act (FERPA) requirements.
2. Participation in dual credit courses requires STUDENT, and if applicable, PARENT/GUARDIAN signatures on the Form for compliance with FERPA regulations.

5. Secondary School and Postsecondary Institution Calendars

STUDENTS earning dual credits shall abide by the regular operating calendars, schedules and associated requirements of the LEA and POSTSECONDARY INSTITUTION. In instances in which the calendars are incongruent, the dual credit STUDENT is required to independently satisfy both calendar requirements and may consult with LEA counselors for assistance.

PART 3- TERM AND FILING OF AGREEMENT

A. TERMS AND CONDITIONS

The initial term of this Agreement shall be from July 1, **2019** to June 30, **2021**. With the exception of the appendix, this Agreement may not be altered or modified by either party. This Agreement shall automatically renew for additional fiscal years unless either party notifies the other party of their intent not to renew 60 days before the end of the fiscal year. The LEA in collaboration with the POSTSECONDARY INSTITUTION, may modify the list of dual credit courses in the Appendix of the Agreement. Modifications to the Appendix must be submitted to NMHED and PED by the end of each semester.

The LEA and POSTSECONDARY INSTITUTION providing dual credit programs shall complete the Agreement and the LEA shall submit the completed Agreement to PED.

A completed Agreement shall contain signatures from all parties and includes an Appendix developed collaboratively by the LeA and POSTSECONDARY INSTITUTION that specifies eligible dual credit courses.

B. FILING

A fully executed copy of the Agreement shall be submitted by the LEA to PED within 10 day of approval.

APPROVED

POSTSECONDARY INSTITUTION	LEA
Institute of American Indian Arts	<i>Rio Rancho Public Schools</i>
Postsecondary Name	LEA Name
Dr. Robert Martin	<i>Dr. V. Sue Cleveland</i>
Postsecondary Representative Name	LEA Representative Name
President	<i>Superintendent</i>
Postsecondary Representative Title	LEA Representative Title
	<i>V Sue Cleveland</i>
Postsecondary Representative Signature	LEA Representative Signature
	<i>Nov 7-19</i>
Date	Date

Pueblo of Santa Ana

Department of Education/Language and Culture Program

Memorandum of Agreement

Between

The Pueblo of Santa Ana and Rio Rancho Public Schools

THIS AGREEMENT made and entered into by the Pueblo of Santa Ana (“Pueblo”) and the Rio Rancho Public Schools (“District”), collectively, The Parties. The purpose of this agreement is to recognize the roles and responsibilities of the Parties in providing Keres Language and Culture classes for the elementary through twelfth grades to address the Pueblo Tribal Council’s desires to promote, revitalize, and perpetuate the Keres language, and Tamaya culture, and traditions.

WHEREAS, the Pueblo and the District recognize that the unique Keres language, Tamaya culture and traditions are of continued and significant importance to the Pueblo.

WHEREAS, the Pueblo and the District recognize the importance of providing a way for the Pueblo’s students to sustain the Keres language and Tamaya culture and traditions by participation in established language and culture classes.

WHEREAS, the Pueblo and the District recognize that the Pueblo’s language, culture and traditions are the sole properties of Pueblo.

WHEREAS, the Pueblo’s language and culture classes will be exclusively for students who are enrolled members of the Pueblo.

WHEREAS, the Pueblo and the District desire to form an agreement to continue to support the Keres Language and Culture Elementary through Twelfth Grade Program (“Program”), honoring the following:

1. Maintain and increase the language and cultural knowledge of Pueblo students along with their academic skills.
2. Utilize Pueblo’s language as a tool to motivate Pueblo students who attend the District to achieve academic success.
3. Provide immersion and/or dual language techniques to support the Program.
4. Maintain open lines of communication to support and implement the Program.
5. Pueblo and the District will annually review the attending students’ academic progress.

NOW, THEREFORE, the Pueblo agrees as follows:

1. Will ensure that Pueblo teachers complete and pass the District background check process prior to entering a school facility or teaching students, whether on or off-campus, online or in-person
2. Will ensure that Pueblo teachers complete and pass all District-required trainings, to include child protection and ethical misconduct training, prior to entering a school facility or teaching students, whether on or off-campus, online or in-person.
3. Will ensure ongoing collaboration with the New Mexico Public Education Department to support the Program classes, curriculum, and lesson plans.

4. Will ensure that the Pueblo's language teachers meet the certification standards, criteria for competence and language proficiency through the New Mexico Public Education Department.
5. Will hire, train, supervise and pay the Program teachers as employees of the Pueblo, to teach on campus at Cleveland High School, Mountain View Middle School and at any other school within the Rio Rancho Public School District when so approved in writing by the Superintendent or designee.
6. That its teachers under the Program will be considered District Volunteers.
7. Will continue to provide professional development for the Program teachers by building on curriculum and lesson plans that align with the State's content standards.
8. Will provide curriculum materials, including classroom supplies, and equipment necessary to implement teaching the Program.
9. Program Instruction will begin in the new school year of 2022-2023 at Mountain View Middle School and Cleveland High School. Classes may include the Elementary Schools in the district beginning School Year 2023-2024.
10. The Pueblo will assume liability for its own acts or omissions arising under this agreement.

THE DISTRICT will adhere to the following pursuant to this Agreement to support the PSA's heritage classes and student academic achievement:

1. Ensure that the Program teachers are included in the District's overall professional development plans.
2. Provide technical assistance for the appropriate implementation of the Program in the daily operations of each site.
3. Incorporate the Program classes into the overall education structure by providing classroom space and schedule class time for PSA students to attend these classes.
4. Provide classroom space that is permanent, equivalent, and equitable for the Program.
5. Provide a minimum of one class period daily class time at each site for the implementation of the Program.
6. Collaborate with the Pueblo to supplement, when necessary, any classroom materials, supplies and equipment needed to promote effective student learning and teacher instruction.
7. The District will assume liability for its own actions or omissions arising under this agreement.

EFFECTIVE DATE AND TERM:

This Agreement shall become effective commencing upon the most recent date of signature by both parties and shall terminate upon written notice by either party, with 30 day written notice.

The Pueblo of Santa Ana:



Joseph Sanchez, Governor

Date: July 28, 2022

Rio Rancho Public School District:



Dr. V. Sue Cleveland, Superintendent of Schools

Date: 7-28-2022



Navajo Nation Tribal Consultation

FALL 2022

Rio Rancho Public Schools

Dr. V. Sue Cleveland, Superintendent

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

Monday, October 24, 2022



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 8/2/2022)

Demographic	Data
Current School/District Enrollment (Count):	17,602 students (current, including Pre K)
Native American Students (Count and Percentage):	Primary race: 914 students Secondary: 901 students Tertiary: 130 students Total: 1,945 students
Diné (Navajo) Students (Count and Percentage):	589 students 30.3% of our Native American students 3.3% 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: \$2,368,123.59

Year Received: 2022-2023

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”.

2022-2023 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: \$669,799.92	Year Received: 2022-2023
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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: \$65,946.38

Year Received: 2022-2023

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: \$160,859.00	Year Received: 2022-2023
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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: \$184,972

Year Received: 2022-2023

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: 2022-2023

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

2021-2022: 212

Notes:

NM Indian Education Act Grant

Total Amount Awarded: \$90,000

Year Received: 2022-2023

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 position at our two comprehensive high schools with a focus on lowering drop out and increasing graduation rates, a portion of the Federal Programs Instructional Coordinator who provides direct support for our Native American liaisons at each campus, and stipends for Native American liaisons.

Notes:

NM Indian Education Initiative (IEI) Grant

Total Amount Awarded: \$600,000

Year Received: 2022-2025

Primary Spending Plan: Rio Rancho Public Schools is expanding upon our Career-Technical educational program opportunities. Prior to now, we have offered a robust variety within the context of our comprehensive high schools. Launching in school year 2023-2024, there will be a new CTE school with its own facility to offer an alternative school setting. Students enrolled in this school will be able to simultaneously earn a high school diploma, along with post-secondary certification in a number of designated career fields including welding, woodwork, HVAC, auto mechanics, and computer information system engineering. This new funding source is directed toward a CTE Coordinator focused on ensuring that this new program is fully accessible to Native American students, with equitable supports. Our goals remain:

- 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

Notes:

Data: Staffing (as of the 2021-2022 EOY 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

2021-2022 Chronic Absenteeism Rate (the lower the percentage, the better):

Statewide Native American Students: 51.20%

Rio Rancho Public Schools Native American Students: 27.45%

2020-2021 Student Dropout Rate (one year lagged)

Ethnicity	2020-2021 Drop Gr. 7-12	2020-2021 Overall % Rate
American Indian/Alaskan Native	20	5.6%
Asian	*	6.9%
Black or African American	10	6.1%
Caucasian	134	5.5%
Hispanic	182	3.8%
Multiracial	31	7.7%
Native Hawaiian or Other Pacific Islander	*	7.1%

Notes:

Data: Attendance

Attendance Rate: The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in dropout rate and increase in attendance. Now being reported are chronic absenteeism rates instead of attendance rates. Please see the previous slide.

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

Achievement data for 2022 required new assessments, which will establish a new baseline. Comparisons cannot be made with past years assessments. The different assessments include NM-MSSA reading and math for grades 3-8, SAT reading and math for 11th grade, ASR science for grades 5, 8, and 11, DLM reading, math and science for students requiring special education, IStation reading for grades Kindergarten to 2nd grade, and SBA-Spanish for students taking reading in Spanish. All assessments were combined into one database and their proficiency levels were calculated.

In comparing the subgroup data, Native American students consistently scored in the lower to middle range of performance in the core subjects of reading, math, and science at district wide rates. However, the district-wide rate as well as the American Indian student proficiency rate is equal to, or exceeds that of the state in these areas.

Subgroup	Read Total	Read Percent	Math Total	Math Percent	Science Total	Science Percent
All Students	12,422	44	8,821	37	3,905	51
Female	5,951	46	4,288	35	1,910	50
Male	6,471	41	4,533	38	1,995	53
Caucasian	3,875	53	2,746	46	1,230	63
African American	833	40	575	29	252	47
Hispanic	6,081	40	4,305	33	1,903	46
Asian	471	48	332	43	146	56
American Indian	1,065	33	789	27	348	40
Free and Reduced Lunch	4,092	35	2,669	28	1,096	42
Students with Disabilities	2,117	15	1,548	11	611	18
English Language Learners	704	13	423	11	149	10
Economically Disadvantaged	3,026	35	2,097	28	882	43

*Indicates less than 10 students so results are masked

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	*	*
6	46	*
7	82	*
8	74	*
9	98	*
10	82	*
11	60	*
12	29	0

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

Subgroup	2018-2019	2019-2020	2020-2021
All Students	89%	88.3%	87.1%
American Indian Students	92%	83.5%	75.2%

Notes:

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.

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 engage with our Native American students to foster a sense of community and belonging.

Notes:

COVID-19

Rio Rancho Public Schools - School Reentry Information 2022-2023 ([website link](#))

Parents continue to have the choice of in-person or fully virtual options. Rio Rancho Cyber Academy has offered a hybrid experience pre-existing the pandemic that remains strong.

Virtual and in-person comparison (as of 10/19/2022)

All students (PreK-12): 17,602 students **Native American students:** 1,945 students (11.0%)

Virtual *All:* 205 students

Native American: 18 students (8.8%) - 14 Navajo

In-Person *All:* 17,397 students

Native American: 1,927 students (11.1%) - 571 Navajo

Notes:

Programs and Services

- Community engagement events
- Before and after school programs
- Native American Heritage Awareness Activities
- Senior Banquet
- District RRPS Native American Pageant
- RRPS Annual Powwow
- Native American Summer Academy
- Native American Liaison at every campus (preK-12)
- Dual Credit Indigenous Language Courses in partnership with the Institute of American Indian Arts
- Supply and exam fee reimbursements (*NEW: increased from \$50 to \$100 for SY22-23*)
- Navajo Government course fee reimbursement (*NEW*)
- Keres language program (*NEW*)
- Student-to-student mentoring program (*NEW*)

Expanding to
include elementary
this year!



6th Annual Rio Rancho Public Schools Native American Pageant 2022-2023

November 17, 2022

V. Sue Cleveland High School
Concert Hall



Pageant judges and newly crowned royalty. From left to right: Autumn Montoya - Miss Indian New Mexico LIII, Yanibaa Johnson - Jr. Miss Indian RRPS, Pharrh 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

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

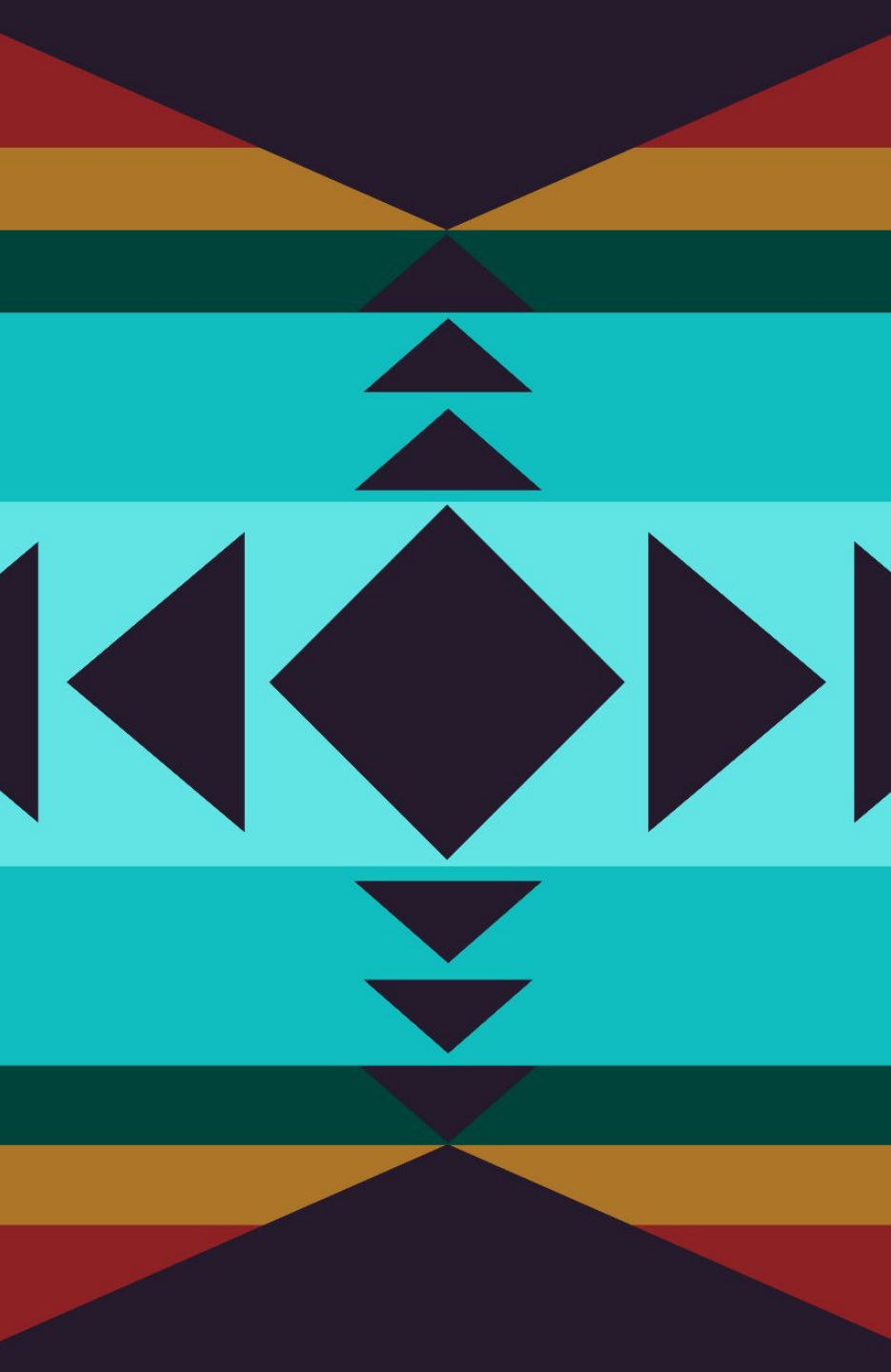
Jr. Miss Indian RRPS, Diné



**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.”



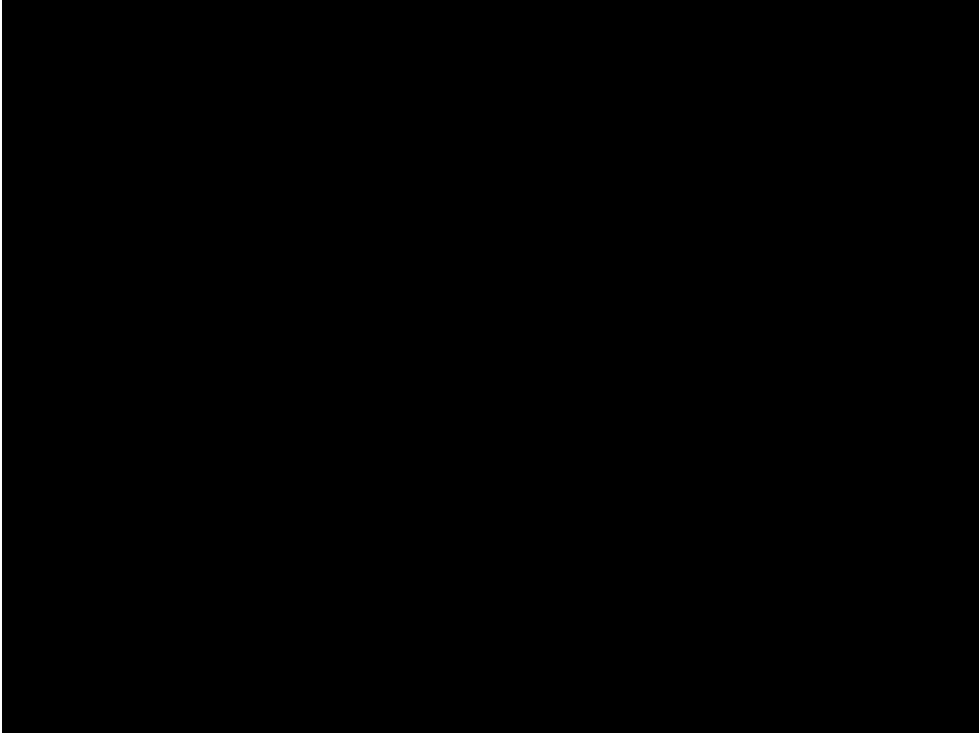
Highlights - Native American Pageant



Highlights - Annual RRPS Powwow



Highlights - Native American Summer Academy



Highlights - NM State Seal of Bilingualism-Biliteracy



117 NM-SSBB recipients since 2017

Languages represented:

- Chinese (2)
- German(10)
- Spanish(97)
- Italian (3)
- French (5)



Additional topics and open Q&A



‘Ahxéhee’ — Thank you!

**2022-2023 Native American Parent Advisory Committee (NAPAC)
Meeting Agenda · September 13, 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 13, 2022, 5:00-6:00pm NAPAC general meeting - virtual
- Tuesday, November 8, 2022, 5:00-6:00pm NAPAC general meeting and TESR election - virtual
- Tuesday, November 17, 2022, 5th Annual Native American Pageant - CHS
- Tuesday, January 10, 2023, 5:00-6:00pm NAPAC general meeting - person
- Tuesday, March 14, 2023, 5:00-6:00pm NAPAC general meeting - in person
- Saturday, April 22, 2023, 11:00am-10:00pm Powwow - CHS
- Thursday, May 4, 2023, 6:00pm-8:00pm Senior Recognition Event - TBD
- Tuesday, May 9, 2023, 5:00-6:00pm NAPAC general meeting - in person

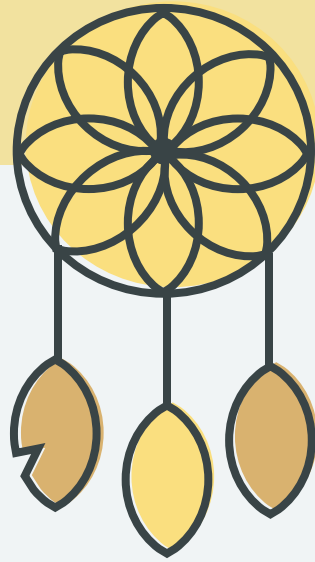
Meeting Agenda

- I. Welcome by Pharrah, 2021-2022 Miss Indian RRPS
- II. Icebreaker activity
- III. Save the dates
- IV. Updates
 - A. RRPS demographic data
 - B. 2021 Virtual Native American Summer Academy recap
 - C. School, district, and community based supports (we'll be discussing our new student-to-student mentorship program, and gathering input)
- V. NAPAC Board Member nominations
- VI. 6:00PM 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

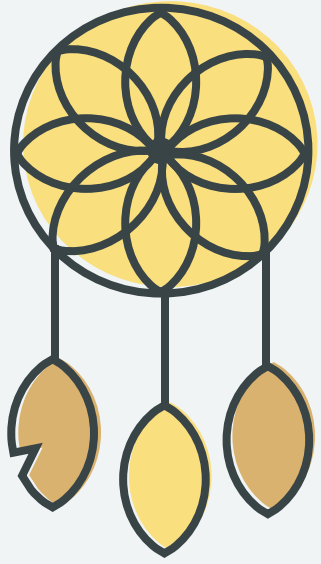
Kelly Pearce, Federal Programs Instructional Coordinator
kelly.pearce@rrps.net | (505) 962-1323



Welcome to the 2022-2023 school year

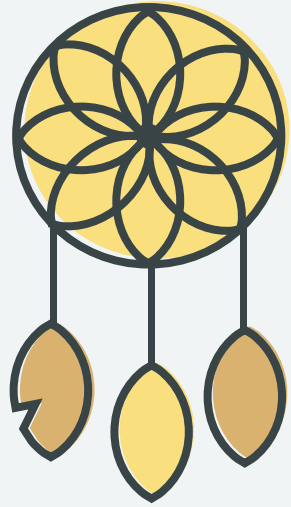
NAPAC

September 13, 2022



Agenda and Sign-In

- A. Welcome by Pharrak Clark, Miss Indian RRPS
- B. Icebreaker activity
- C. Save the dates
- D. Updates
 - 1. RRPS demographic data
 - 2. 2021 Virtual Native American Summer Academy recap
 - 3. School, district, and community based supports
- E. NAPAC Board Member nominations

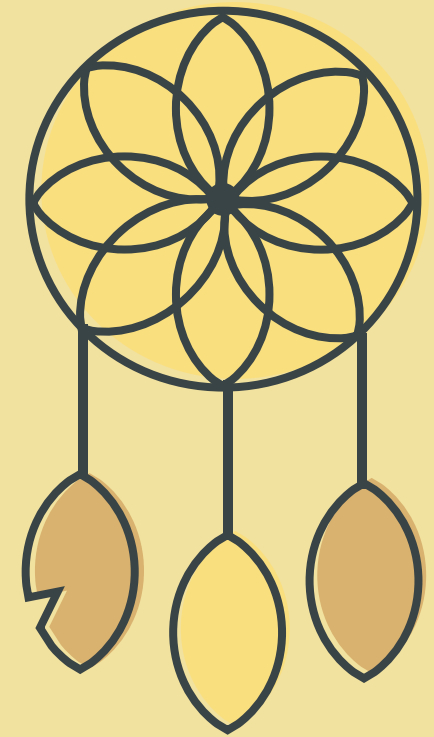


WELCOME
Miss Indian RRPS
Pharrah Clark, a
sophomore at Rio
Rancho High
School

OPENER



Find an object nearby that relates to something about the start of a new school year in your home.



SAVE THE DATES!

RRPS District

Native American Pageant - **looking for volunteers**

Thursday, November 17, 2022 @CHS Concert Hall

RRPS Powwow - **looking for volunteers**

Saturday, April 22, 2023 @CHS

Native American Senior Banquet

Thursday, May 4, 2023 @TBD

Native American Parent Advisory Committee (NAPAC)
Meeting

- September 13, 2022 (*virtual 5 to 6 p.m.*)
- November 8, 2022 (*virtual 5 to 6 p.m.*)
- January 10, 2023 (*in person* - potluck 5 to 6:30 p.m.*)
- March 14, 2023 (*in person* - potluck 5 to 6:30 p.m.*)
- May 9, 2023 (*in person* - potluck 5 to 6:30 p.m.*)

**in person @RRPS Training Center, 500 Laser Rd NE*

Native American Summer Academy

July 2023



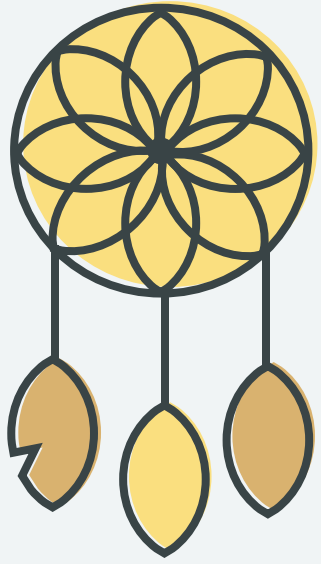


NATIVE AMERICAN STUDENT ART SHOW

ARTIST CIRCLE GALLERY PRESENTS

WHO IS YOUR SUPERHERO?

[Click here](#) for more information about
the show (*October 29 - January 8*)



Native American Programs

OVERARCHING GOALS

- ❑ Increasing attendance and reducing truancy
- ❑ 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)

SY22-23 FOCUS AREAS (FOR OUR LIAISON TEAM)

- ❑ Developing and implementing a Student to Student Mentorship Program
- ❑ Increase visibility, outreach, and support for our Native American students

Native American Student Demographic Data

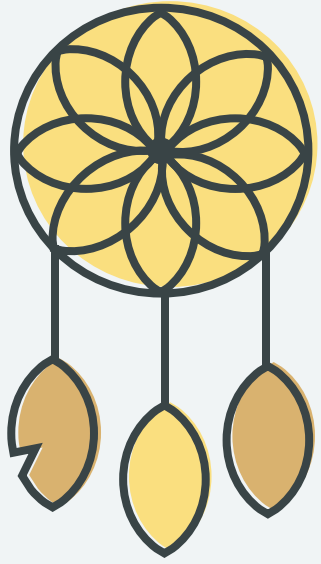
current as of 8/2/2022

RRPS Students with a completed 506 form on file: **608 students**

RRPS Students with “Indian” Race and/or Ethnicity

- **Primary - 914 students**
- **Secondary - 901 students**
- **Tertiary - 130 students**

TOTAL: 1,945 students

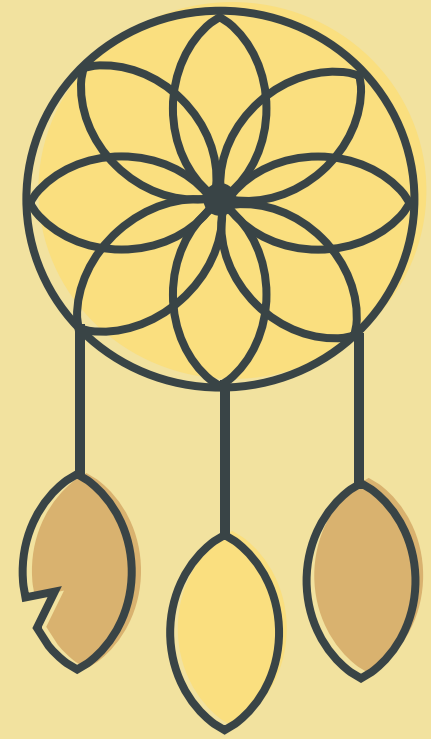


Number of RRPS Students by Nation/Tribe/Pueblo

SELF-REPORTED (current as of 8/2/2022)

32	Acoma	43	San Felipe
18	Cochiti	2	San Ildefonso
23	Isleta	30	Ohkay Owingeh - Formerly San Juan
78	Jemez	1	Sandia
13	Jicarilla Apache	49	Santa Ana
63	Laguna	3	Santa Clara
9	Mescalero Apache	41	Kewa - Formerly Santo Domingo
12	Nambe	13	Taos
589	Navajo	0	Tesuque
0	Picuris	27	Zia
1	Pojoaque	40	Zuni
858	Other		

Recap: 2022 Native American Summer Academy



We were thrilled to have an in-person program with about 50 participants, during the week of July 18th. The program was kicked off with an inspirational talk by a local Pueblo artist sharing the message of respect and integrity, two of our NAPAC core values. A field trip to the Indian Pueblo Cultural Center allowed students to learn about planting, the Pueblo core value of reciprocity, and the role butterflies play in nature and Pueblo culture. A day-long trip to Santa Fe included visits to several Native American museums, observing traditional hoop dancing in the plaza, and an impromptu lesson from the Santa Fe Deputy Chief of Police from the Pueblo of Pojoaque. Guest speakers traveling from Phoenix, Window Rock, and Albuquerque provided storytelling and demonstrations on drumming, drum making, gourd dancing, powwow gourd shakers, and fancy shawl. We reconnected, and built memories to last a lifetime.



Some of our Native American program opportunities

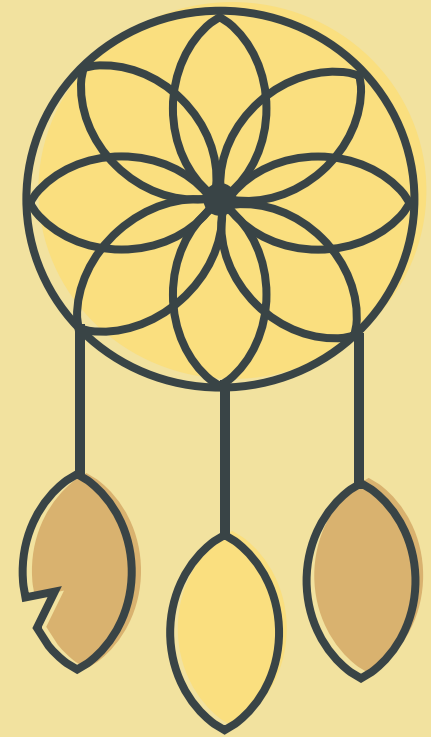
- Community engagement events
- Before and after school programs
- Native American Heritage Awareness Activities
- Senior Banquet
- District RRPS Native American Pageant
- RRPS Annual Powwow
- Native American Summer Academy
- Native American Liaison at every campus (preK-12)
- Dual Credit Indigenous Language Courses in partnership with the Institute of American Indian Arts
- Supply and exam fee reimbursements (NEW: increased from \$50 to \$100 for SY22-23)
- Navajo Government course fee reimbursement (NEW)
- Keres language program (NEW)
- Student-to-student mentoring program (NEW)

Pueblo of Santa Ana: Keres Language Program

Parent/Family Information Session

Tuesday, September 27, 2022
6:00 PM - 7:00 PM

RRPS Training Center
500 Laser Road NE 87124



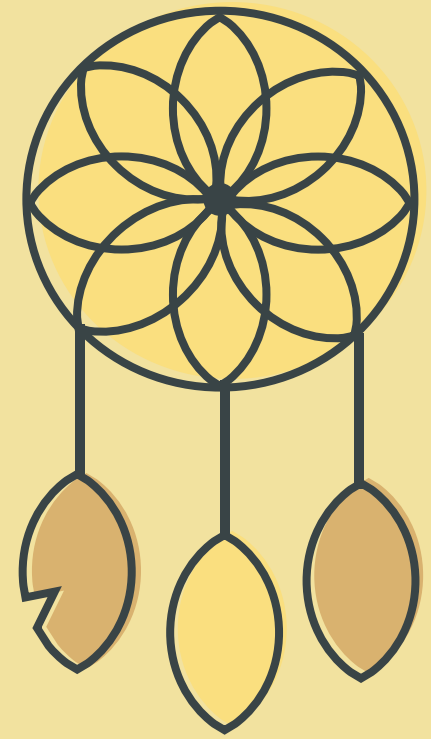
Dr. Kevin Facer, Director of Education

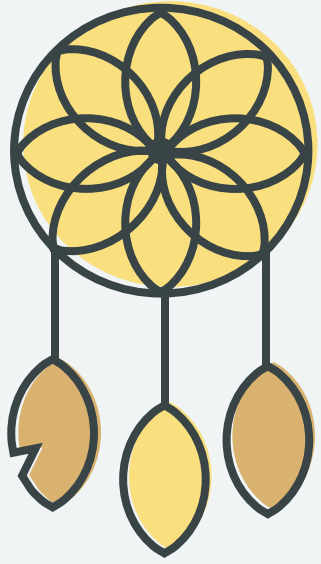
Margaret Garcia, Program Manager

Juan Montoya, PSA Keres Language Teacher

Student-to-Student Mentoring

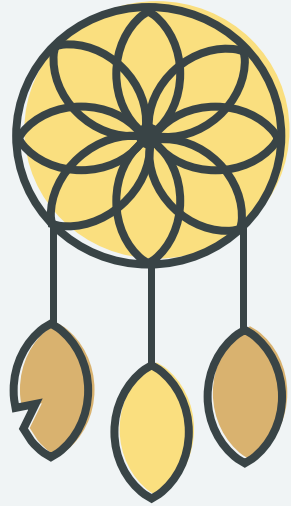
- What is student-to-student mentoring?
- What does student-to-student mentoring look like?
- How can we promote and recruit students for this program?
- What input could be beneficial from families like you as we develop the program?
- How do you see yourself supporting the program?
- What else would you like to add?





NAPAC Board Member Descriptions

- A. 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.
- B. 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.
- C. 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.
- D. The Public Relations Officer shall provide press releases in conjunction with the program coordinator.
- E. 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.



THANK *you*

Next meeting: Tuesday, November 8th
5:00 - 6:00 pm
VIRTUAL MEETING

Presentation Template: [SlidesMania](#)

Map: Simplemaps
Fonts used: Cormorant and *Dancing Script*

**2022-2023 Native American Parent Advisory Committee (NAPAC)
Meeting Agenda · November 15, 2022**

NAPAC Board

Chair: Renelda Walker

Vice-Chair: Ray Tafoya

Co-Secretary/Recorder: Kanasta Stewart and DeeVonda Batres

Public Relations Officer: Philissa Calamity

Treasurer: Gina Tafoya

NAPAC Meeting Dates, Events, and Times

- Tuesday, September 13, 2022, 5:00-6:00pm NAPAC general meeting - virtual
- Tuesday, October 25, 2022, 5:00-6:00pm NAPAC Election meeting
- Tuesday, November 15, 2022, 5:00-6:00pm NAPAC general meeting
- Tuesday, November 17, 2022, 6th Annual Native American Pageant - CHS*
- Tuesday, January 10, 2023, 5:00-6:30pm NAPAC general meeting - person
- Tuesday, March 14, 2023, 5:00-6:30pm NAPAC general meeting - in person
- Saturday, April 22, 2023, 11:00am-10:00pm Powwow - CHS*
- Thursday, May 4, 2023, 6:00pm-8:00pm Senior Recognition Event - TBD*
- Tuesday, May 9, 2023, 5:00-6:30pm NAPAC general meeting - in person

Meeting Agenda

- A. Agenda and sign-in
- B. Welcome
- C. Board member introductions
- D. Upcoming events
- 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



Native American Parent Advisory Committee (NAPAC) Meeting

Tuesday, November 15, 2022

5:00 - 5:45 pm

Virtual Meeting through Google Meet

Agenda and sign-in

- *Agenda and sign-in*
- *Welcome*
- *Board member introductions*
- *Upcoming events*
- *Community engagement*
- *Meeting adjournment*

PLEASE SIGN IN

Please sign-in by completing the Google form linked in the chat box.

2022-2023 NAPAC BOARD MEMBERS

Chair: Renelda Walker

Vice-Chair: Ray Tafoya

Co-Secretary/Recorder: Kanasta Stewart and DeeVonda Batres

Public Relations Officer: Philissa Calamity

Treasurer: Gina Tafoya

Native American Heritage Month - some events across our district



- *November 5, 2022 - Fun Run at RRHS*
- *November 16, 2022 - Fry Bread Sale at CHS lunches*
- *November 17, 2022 - 6th Annual RRPS Native American Pageant at CHS*
- *November 18, 2022 - ERMS field trip to the IAIA*
- *Rock Your Mocs: various dates depending on participating campuses*



2022 Fun Run

About 60 community members converged at Rio Rancho High on November 5th to participate in a Fun Run. The weather was perfect. The beautiful skies and view of the Sandia Mountains was panoramic as walkers and runners followed a 1.5-mile or 3-mile course around the campus. The Native American Student Unions from CHS and RRHS organized this annual tradition as part of November Native American Heritage Month.



After stretching and warming up, the group listens to words of encouragement from Alysia Coriz, Miss Indian NM LIV.

*Danielle,
Pharah, and
Yanibaa,
2021-2022
RRPS Native
American
Royalty*



Indian Pueblo Cultural Center: Veterans Day Celebration



Yanibaa Johnson (Jr. Miss Indian RRPCS), Michael Lucero (Director of Guest Experience Indian Pueblo Cultural Center & Army Veteran) and Miss Indian New Mexico (Alysia Coriz)



Ann Lutz, Ms. Veteran America 2nd runner up (Air Force Veteran), Yanibaa Johnson (Jr. Miss Indian RRPCS), Zuni Pueblo Lt. Governor Carleton Bowekaty (Army Veteran) and Alysia Coriz (Miss Indian New Mexico)

6th ANNUAL NATIVE AMERICAN PAGEANT



6TH ANNUAL RIO RANCHO PUBLIC SCHOOLS NATIVE AMERICAN PAGEANT

HIGH SCHOOL: MISS INDIAN RRPS / RRPS BRAVE
MIDDLE SCHOOL: JR. MISS INDIAN RRPS / JR. RRPS BRAVE
ELEMENTARY SCHOOL: LITTLE MISS INDIAN RRPS / LITTLE RRPS BRAVE



Thursday, November 17, 2022
6:00 p.m. to 8:00 p.m.
Cleveland High School - Concert Hall
4800 Cleveland Heights Rd NE
Rio Rancho, NM 87144

[APPLICATION LINK](#)

DUE FRIDAY, NOVEMBER 4TH

*Pictured above: 2021-2022 RRPS Native
American Royalty (from left) - Yanibaa Johnson,
Jr. Miss Indian RRPS; Pharrah Clark, Miss Indian
RRPS; Danielle Delgarito, Middle School Miss
Indian RRPS Ambassador*

UPCOMING EVENTS



TOYS FOR TOTS TOY DRIVE AT INDIAN PUEBLO CULTURAL CENTER



COLLECTION DATES:

TUESDAY - SUNDAY, NOW - DECEMBER 10, 2022

COLLECTION TIMES: 9AM - 4PM

Donate a new and unwrapped toy today! Collection boxes will be set out at the Indian Pueblo Cultural Center Guest Experience desks located at the East and South entryways.

Help us, help others this holiday season.

Contact the Cultural Events Coordinators at 505-314-8203 or 505-212-7046 with any questions.



Indian Pueblo
Cultural Center
Gateway to the 19 Pueblos of New Mexico

UPCOMING EVENTS

INDIAN PUEBLO CULTURAL CENTER'S ANNUAL PUEBLO GINGERBREAD HOUSE CONTEST

A Favorite Holiday Tradition

ENTRY FORMS/OFFICIAL RULES AVAILABLE ONLINE: NOVEMBER 12

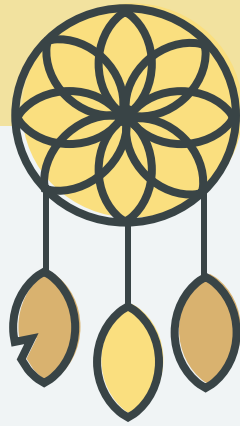
ENTRIES ACCEPTED NOV. 25-DEC. 18 | ON DISPLAY NOV. 25-JAN. 6



*This festive event
is a unique way to
share and enjoy
Pueblo culture with
your family!*



FOR CONTEST RULES AND ENTRY FORMS, VISIT:
IndianPueblo.org/Pueblo-Gingerbread-House-Contest/



next regularly scheduled meeting

Tuesday, January 10, 2023

5:00-6:30 pm

IN PERSON!!!

**2022-2023 Native American Parent Advisory Committee (NAPAC)
Meeting Agenda · January 10, 2023**

NAPAC Board

Chair: Renelda Walker

Vice-Chair: Ray Tafoya

Co-Secretary/Recorder: Kanasta Stewart and DeeVonda Batres

Public Relations Officer: Philissa Calamity

Treasurer: Gina Tafoya

NAPAC Meeting Dates, Events, and Times

- Tuesday, January 10, 2023, 5:00-6:30 pm NAPAC general meeting - person
- Tuesday, March 14, 2023, 5:00-6:30 pm NAPAC general meeting - in person
- Saturday, April 22, 2023, 11:00-10:00 pm Powwow - CHS*
- Thursday, May 4, 2023, 6:00-8:00 pm Senior Recognition Event - TBD*
- Tuesday, May 9, 2023, 5:00-6:30 pm NAPAC general meeting - in person

Meeting Agenda

- A. Welcome
- B. 2022-2023 Native American Royalty
- C. Guest presentations
 - a. American Indian Science and Engineering Society (AISES)
 - b. National Indian Education Association (NIEA)
- D. Upcoming events
 - a. 15th Annual Powwow, 4/22/23 @ Cleveland High School - GYM
 - b. Class of 2023 Senior Recognition
- E. Meeting Adjournment

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



Native American Parent Advisory Committee (NAPAC) Meeting

Tuesday, January 10, 2023

5:00 - 6:30 pm

In-Person Meeting

Agenda

- Welcome
- Introduction of 2022-2023 Native American Royalty
- Guest Presentations
 - American Indian Science and Engineering Society (AISES)
 - National Indian Education Association (NIEA)
- Upcoming events
 - 15th Annual Powwow
 - Class of 2023 Senior Recognition
- Meeting adjournment



CHS and RRHS NASU holiday potluck, December 2022

2022-2023 NAPAC BOARD MEMBERS

Chair: Renelda Walker

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Treasurer: Gina Tafoya

2022-2023
NATIVE AMERICAN ROYALTY



Pageant judges, contestants, and newly crowned royalty. From left to right: Elizabeth Mae Riley, Miss Indian NMSU (RRPS alumna), Yanibaa Johnson, 2021-2022 Jr. Miss Indian RRPS, Danielle Delgarito, 2021-2022 Middle School Miss Indian RRPS Ambassador, Madison Sherman, 2022-2023 Little Miss Indian RRPS, Ethan Bahe-Padilla, Little RRPS Brave, Dalashanece Holtsoi, 2022-2023 Jr. Miss Indian RRPS Rorie Good Luck, 2022-2023 Miss Indian RRPS, Pharrah Clark, 2021-2022 Miss Indian RRPS, Alysia Coriz, Miss Indian NM LIV (RRPS alumna)



Madison Sherman *Navajo*

Vista Grande Elementary / 2nd grade

Madison enjoys drawing, playing the piano, hiking and traveling with family. She is passionate about preserving our environment and resources for future generations. She is an active member of Children's Choir, the school cheerleading squad, and volunteers w DV ribbon hanging. She plans on attending college in NYC to become a 1st grade teacher at Vista Grande Elementary School.

Little Miss Indian RRPS



Ethan Bahe-Padilla *Navajo*

Puesta del Sol Elementary / 3rd grade

Ethan is from the Torreon Reservation in the Navajo Nation. He is born for bitter water clan and born to Zia clan. Ethan is the oldest of four, and enjoys playing games with his brother, and drawing. He is most passionate about his family. Every year, he and his family joins a Native American youth art show in Santa Fe, showcasing and selling their crafts. When he is bigger, he wants to learn how to become a game programmer, making his own games.

2022-2023 Little RRPS Brave



Dalashenece Holtsoi *Navajo/Laguna/Zuni*

Eagle Ridge Middle School / 7th grade

Dalashenece is passionate about having respect. She has come to see that elder people need some help or care. She makes sure to help take care of elders by doing things like giving them water, or something to eat—helping them with things they can't do or get to. She takes it upon herself to help them with the things they need.

2022-2023 Jr. Miss Indian RRPS



Rorie Good Luck

Ute Mountain Ute & Apsaalooké (Crow)

Rio Rancho High School / 10th grade

Rorie Good Luck is an enrolled member of the Apsaalooké nation, a descendent of the Ute Mountain Ute Tribe, and Southern Cheyenne. Painting abstract art and collecting vinyl records is a passion of mine along with more. When I am not busy with school and extracurricular activities I am an avid volunteer with many indigenous youth and woman lead organizations such as NIYC, UNITY, and Native Women Lead. I aspire to attend Evergreen college in Washington State after high school for an entrepreneur and a business degree.

2022-2023 Miss Indian RRPS

GUEST PRESENTATIONS



**AMERICAN INDIAN SCIENCE
AND ENGINEERING SOCIETY**
A Universe of Opportunities



**National Indian
Education Association**

UPCOMING EVENTS

Weaving Colors:

AUTISM & THE NATIVE COMMUNITY

A presentation series for families dedicated to discussing important topics on autism and how they are viewed and addressed in the native culture.

**Join us Wed. January 18th 2022
1 - 2:30pm MST**

Record Keeping for IEP's: Introducing the Digital Age in Native communities

This series will review the importance of educational record keeping, the use of digital documentation, on-line meetings, and challenges some native communities face when technology is not available.

**Presenter: Education for Parents of
Indian Children with Special Needs**



**To register, please scan the QR code or
Click Here**



HSC-AutismPrograms@salud.unm.edu

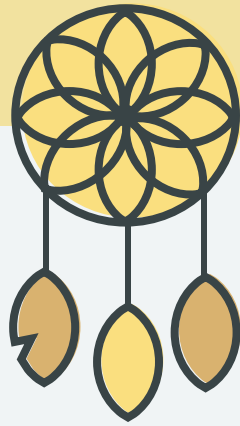




15th Annual RRPS Powwow Saturday, April 22nd at Cleveland High School - GYM



Class of 2023 Senior Recognition Banquet Date and Time - TBD



THANK YOU! Be well and safe.

Next NAPAC meeting:
Tuesday, March 14, 2023
5:00-6:30 pm
in-person meeting

**2022-2023 Native American Parent Advisory Committee (NAPAC)
Meeting Agenda · March 14, 2023**

NAPAC Board

Chair: Renelda Walker

Vice-Chair: Ray Tafoya

Co-Secretary/Recorder: Kanasta Stewart and DeVonda Batres

Public Relations Officer: Philissa Calamity

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Meeting Agenda

- A. Welcome
- B. 2022-2023 Native American Royalty
- C. Guest presentations
 - a. NB3FIT
 - b. Running Medicine
- D. Upcoming events
 - a. 15th Annual Powwow, 4/22/23 @ Cleveland High School - GYM
 - b. Class of 2023 Senior Recognition
 - c. Native American Summer Academy - discussion
- E. Meeting Adjournment

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
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Native American Parent Advisory Committee (NAPAC) Meeting

Tuesday, January 10, 2023

5:00 - 6:30 pm

In-Person Meeting

Agenda

- Welcome
- 2022-2023 Native American Royalty
- Guest Presentations
 - NB3Fit
 - Running Medicine
- Upcoming events
 - 15th Annual Powwow
 - Class of 2023 Senior Recognition
 - Native American Summer Academy
- Meeting adjournment



CHS and RRHS NASU holiday potluck, December 2022

2022-2023 NAPAC BOARD MEMBERS

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Vice-Chair: Ray Tafoya

Co-Secretary/Recorder: Kanasta Stewart and DeeVonda Batres

Public Relations Officer: Philissa Calamity

Treasurer: Gina Tafoya



SVE Native American Club with Special Guest
Alysia Coriz, Miss Indian NM LIV



Rorie Good Luck

Ute Mountain Ute & Apsaalooké (Crow)

Rio Rancho High School / 10th grade

Rorie Good Luck is an enrolled member of the Apsaalooké nation, a descendent of the Ute Mountain Ute Tribe, and Southern Cheyenne. Painting abstract art and collecting vinyl records is a passion of mine along with more. When I am not busy with school and extracurricular activities I am an avid volunteer with many indigenous youth and woman lead organizations such as NIYC, UNITY, and Native Women Lead. I aspire to attend Evergreen college in Washington State after high school for an entrepreneur and a business degree.

2022-2023 Miss Indian RRPS



Ethan Bahe-Padilla *Navajo*

Puesta del Sol Elementary / 3rd grade

Ethan is from the Torreon Reservation in the Navajo Nation. He is born for bitter water clan and born to Zia clan. Ethan is the oldest of four, and enjoys playing games with his brother, and drawing. He is most passionate about his family. Every year, he and his family joins a Native American youth art show in Santa Fe, showcasing and selling their crafts. When he is bigger, he wants to learn how to become a game programmer, making his own games.

2022-2023 Little RRPS Brave

GUEST PRESENTATIONS



Clint Begay

Pueblos of San Felipe & Isleta/Diné

Director of NB3FIT

clint@nb3f.org

"I enjoy seeing all the smiling faces of the kids we serve because I know that the time we spend with them is making a difference in their lives. I do this work because sports has given my family and I so much that I just want to try give those same opportunities to other kids."





Running Medicine is based on the understanding that running and exercise is a beautiful and potent medicine for mind, body, and spirit. Formed as a program of the Native Health Initiative (NHI), our vision is to create a culture of wellness through a supportive, loving community.

UPCOMING EVENTS

HANDS-ON FILM WORKSHOP

ARTFUL ALTERATIONS ON 16MM FILM

**FREE WORKSHOP FOR
NATIVE YOUTH
6TH - 12TH GRADE**

***MOVING IMAGE ART &
ANALOGUE TECHNOLOGY!***

Using simple art tools and
old 16mm film, students will
create a handmade film.
No cameras necessary!

SAT, APRIL 8, 2023
12pm - 4pm

Indian Pueblo Cultural Center
2401 12th Street NW
Albuquerque, NM 87104



Send registration information to
Lentic Future Voices
futurevoicesnm@gmail.com
505-988-7050 ext 2202

The poster features a collage of images: a group of dancers in traditional regalia at the top, a young girl in a vibrant purple and pink dress in the middle, and a 'Youth Mentorship Grand Dance' logo at the bottom right. The background is a mix of white, orange, and red.

RR

15th Annual
**RIO RANCHO
PUBLIC SCHOOLS**
POWWOW
V. Sue Cleveland High School

Saturday, April 22, 2023 from 12-8:00 PM
Guard Session from 12-3:00 PM
Grand Entry at 4:00 PM
Closing at 8:00 PM

FREE & Family-Friendly

Join us as we celebrate Native American heritage and culture at the V. Sue Cleveland High School gymnasium, located at 4800 Cleveland Heights Rd NE in Rio Rancho. This event is open to the public.

Become a vendor:
Vendor information & Agreement

For questions, contact
suzanne.nguyen@rrps.net

**YOUTH MENTORSHIP
GRAND DANCE**

HEAD STAFF

MC: James Edwards, Pawnee, Northern Cheyenne, Comanche

Arena Director: Phillip Moosomin, Cree/Santo Domingo

Head Man: Russell Martin, Diné

Head Lady: Helena Tsosie, Diné

Head Boy: Tristan Tenorio, Kewa/Navajo

Head Girl: Dyanni Aguilar, Kewa/Hopi, Mescalero Apache

Gourd Dancer: Milton Yazzie, Diné

Northern Host Drum: Iron Star

Southern Host Drum: Blue Cloud Singers

15th Annual RRPS Powwow
Saturday, April 22nd at Cleveland High School - GYM

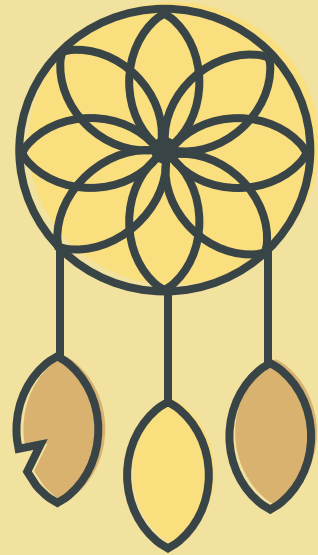


*2022 Art Contest Winner
Yanibaa Johnson*

Art Contest

Prize categories:

- Elementary (includes preschool)
- Middle
- High school
- Overall winner





class of
2023

Senior Recognition Banquet
Date and Time - TBD

2023 Native American Summer Academy

July 17th-27th
Monday-Thursday
8:00 AM - 5:00 PM
Location: TBD

Breakfast, lunch and snacks are provided. Complete 506 form on file required. Registration fee of \$40

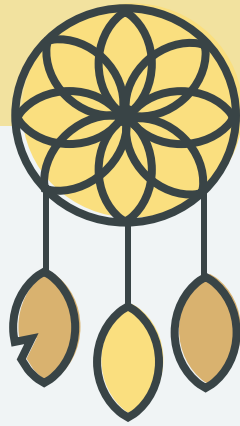


slido



**What ideas do you have for
this year's Native American
Summer Academy?**

① Start presenting to display the poll results on this slide.



THANK YOU! Be well and safe.

Next NAPAC meeting:

Tuesday, May 9, 2023

5:00-6:30 pm

in-person meeting

**2022-2023 Native American Parent Advisory Committee (NAPAC)
Meeting Agenda · May 2, 2023**

NAPAC Board

Chair: Renelda Walker

Vice-Chair: Ray Tafoya

Co-Secretary/Recorder: Kanasta Stewart and DeeVonda Batres

Public Relations Officer: Philissa Calamity

Treasurer: Gina Tafoya

NAPAC Meeting Dates, Events, and Times

- Tuesday, May 2, 2023, 5:00-6:30 pm NAPAC general meeting - in person
- Thursday, May 9, 2023, 5:30-7:30 pm Senior Recognition Event - RRMS*

Meeting Agenda

- A. Welcome
- B. 2022-2023 Year in Review
 - a. Pageant
 - b. Powwow
 - c. Art Contest
- C. Upcoming
 - a. Native American Senior Banquet
 - b. Native American Summer Academy (July)
- D. Looking Ahead to SY 2023-2024
- E. Meeting Adjournment

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



Native American Parent Advisory Committee (NAPAC) Meeting

Tuesday, May 2, 2023

5:00 - 6:30 pm

In-Person Meeting

Agenda

Welcome

2022-2023 year in review

Pageant

Powwow

Art Contest

Upcoming

Native American Senior Banquet

Native American Summer Academy (July)

Looking ahead to SY 2023-2024

Meeting adjournment

2022-2023 NAPAC BOARD MEMBERS

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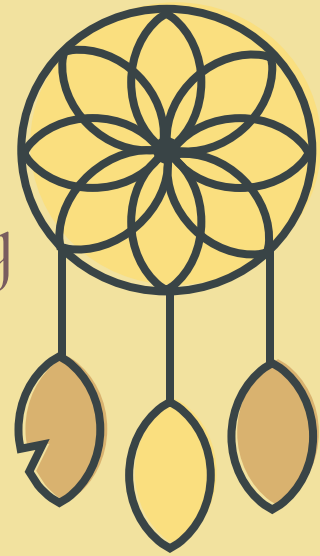
Treasurer: Gina Tafoya

YEAR IN REVIEW

2022-2023

Recap:

2022 Native American Summer Academy

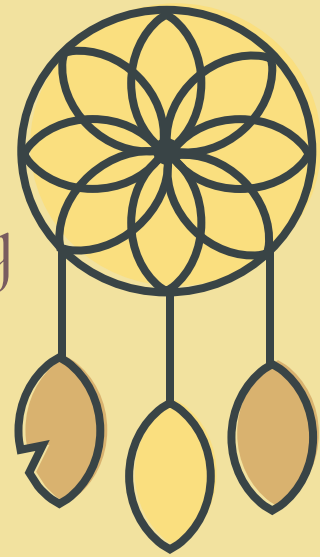


We were thrilled to have an in-person program with about 50 participants, during the week of July 18th. The program was kicked off with an inspirational talk by a local Pueblo artist sharing the message of respect and integrity, two of our NAPAC core values. A field trip to the Indian Pueblo Cultural Center allowed students to learn about planting, the Pueblo core value of reciprocity, and the role butterflies play in nature and Pueblo culture. A day-long trip to Santa Fe included visits to several Native American museums, observing traditional hoop dancing in the plaza, and an impromptu lesson from the Santa Fe Deputy Chief of Police from the Pueblo of Pojoaque. Guest speakers traveling from Phoenix, Window Rock, and Albuquerque provided storytelling and demonstrations on drumming, drum making, gourd dancing, powwow gourd shakers, and fancy shawl. We reconnected, and built memories to last a lifetime.



Recap:

2022 Native American Summer Academy



We were thrilled to have an in-person program with about 50 participants, during the week of July 18th. The program was kicked off with an inspirational talk by a local Pueblo artist sharing the message of respect and integrity, two of our NAPAC core values. A field trip to the Indian Pueblo Cultural Center allowed students to learn about planting, the Pueblo core value of reciprocity, and the role butterflies play in nature and Pueblo culture. A day-long trip to Santa Fe included visits to several Native American museums, observing traditional hoop dancing in the plaza, and an impromptu lesson from the Santa Fe Deputy Chief of Police from the Pueblo of Pojoaque. Guest speakers traveling from Phoenix, Window Rock, and Albuquerque provided storytelling and demonstrations on drumming, drum making, gourd dancing, powwow gourd shakers, and fancy shawl. We reconnected, and built memories to last a lifetime.



Indian Pueblo Cultural Center: Veterans Day Celebration



Yanibaa Johnson (Jr. Miss Indian RRPCS), Michael Lucero (Director of Guest Experience Indian Pueblo Cultural Center & Army Veteran) and Miss Indian New Mexico (Alysia Coriz)



Ann Lutz, Ms. Veteran America 2nd runner up (Air Force Veteran), Yanibaa Johnson (Jr. Miss Indian RRPCS), Zuni Pueblo Lt. Governor Carleton Bowekaty (Army Veteran) and Alysia Coriz (Miss Indian New Mexico)

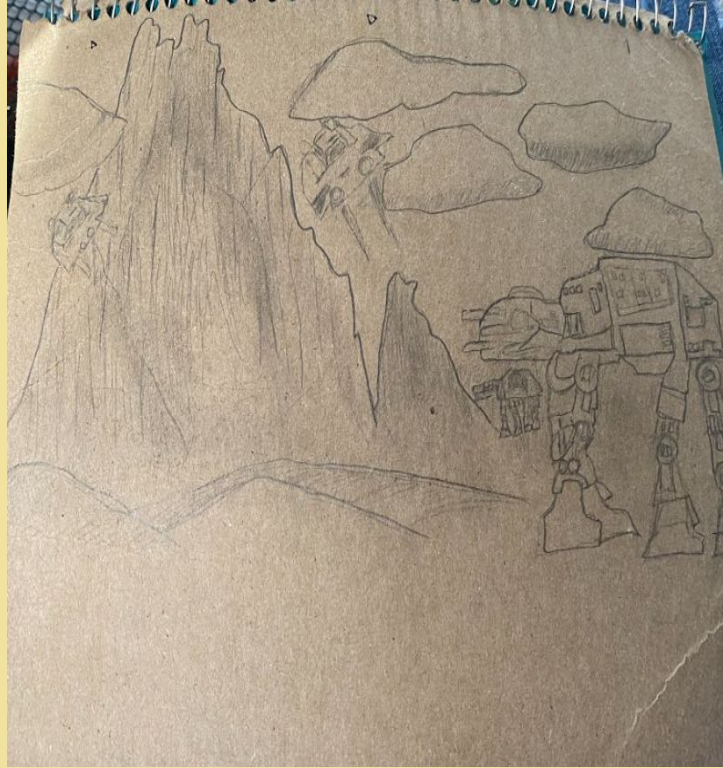
2022 Native American Pageant



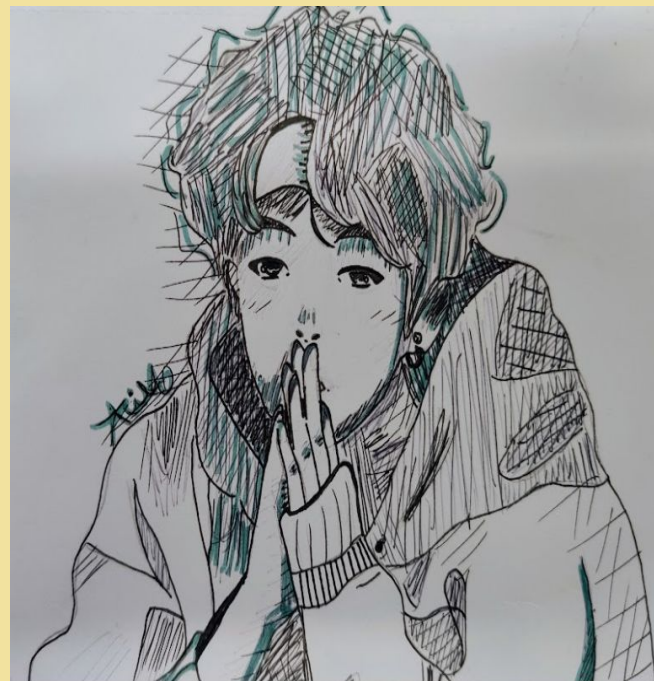
Pageant judges, contestants, and newly crowned royalty. From left to right: Elizabeth Mae Riley, Miss Indian NMSU (RRPS alumna), Yanibaa Johnson, 2021-2022 Jr. Miss Indian RRPS, Danielle Delgarito, 2021-2022 Middle School Miss Indian RRPS Ambassador, Madison Sherman, 2022-2023 Little Miss Indian RRPS, Ethan Bahe-Padilla, Little RRPS Brave, Dalashanece Holtsoi, 2022-2023 Jr. Miss Indian RRPS Rorie Good Luck, 2022-2023 Miss Indian RRPS, Pharrah Clark, 2021-2022 Miss Indian RRPS, Alysia Coriz, Miss Indian NM LIV (RRPS alumna)

15th Annual Powwow

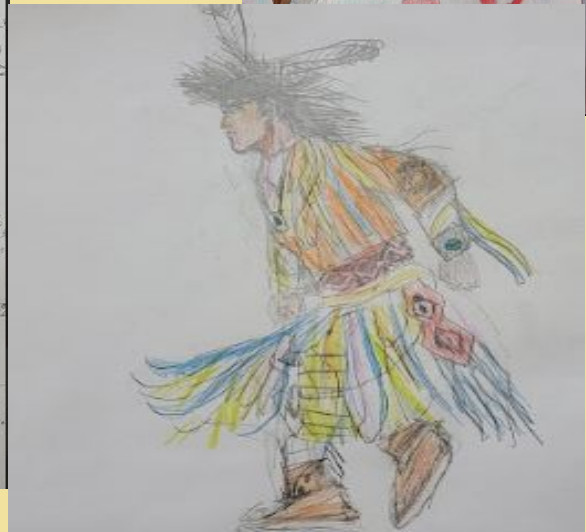
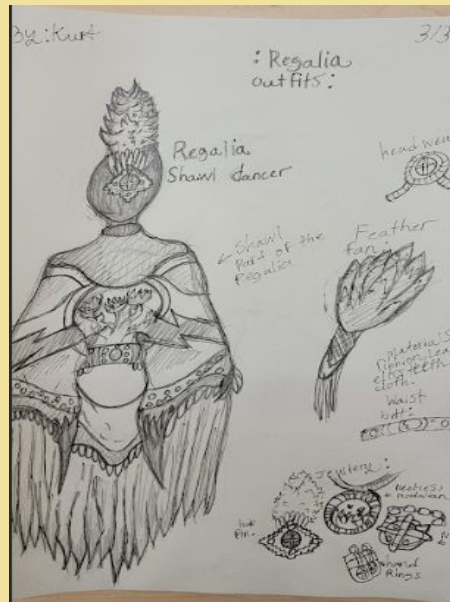




HIGH SCHOOL



MIDDLE SCHOOL





Hadassah Smith

Puesto del Sol Elementary

"Hedgehogs are one of my favorite animals. I used to have one and her name was Lily. She inspired me to draw this pencil on paper artwork. They're really interesting animals that some people don't know about. RIP Lily, Always remembering you."



Alannah Detar

Lincoln Middle School

"I like to draw unique animals, especially foxes and wolves."



Emileigh Curley

Rio Rancho High

"This is a portrait of my late great grandmother, Laura Mike. Her passing was incredibly painful as we weren't able to attend her funeral and say our last goodbyes. Though I painted it as a gift for my father, it was also a gift to myself. I was able to reconnect with my passion to create, reconnect with my dissolved emotions through unconditional love, and redirect my future to follow my passions and live a life hopefully as full and joyous as shinó's."



CATEGORY WINNERS



 publicdomainvectors.org



OVERALL WINNER





Class of 2023 Senior Recognition Banquet
May 9, 2023 @ 5:30 PM

UPCOMING EVENTS

2023 Native American Summer Academy

July 17th-27th
Monday-Thursday
8:00 AM - 5:00 PM

Location: Joe Harris Elementary

Breakfast, lunch and snacks are provided. Complete 506 form on file required. Registration fee of \$40





Native Health Initiative Summer Internship Program 2023

NHI is seeking motivated individuals ready to learn and gain experience working in public health, event coordination, utilizing strength-based approaches and provide loving service in local communities!

Join our internship program!



Applications open now!

What you need to know:

- Applications open to high school students, recent high school grads, & college students
- Internship runs June 1st - July 12th
- Interns will work approx. 15 hours per week
- Interns will receive stipend upon completion!



For more info please contact Internship
Coordinator Jules McCabe
julesnmccabe@gmail.com



Native Health Initiative

www.loving-service.us

Native Health Initiative is excited to welcome our next class of Summer Interns! If you know a high school or college-aged student who is interested in interning with us, contact Jules McCabe, julesnmccabe@gmail.com. Application closes May 15th.

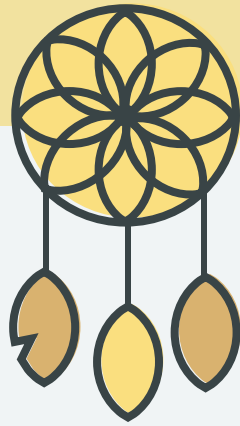
Our summer interns gain valuable experience working with all our programs including Healers of Tomorrow, Running Medicine and Community Outreach. They learn about loving service by doing service projects in local communities as well as gain skills in event planning and strength-based approaches.

LOOKING AHEAD

SY 2023-2024

Looking Ahead to Fall 2023: *Goals, Priorities, Budget Overview*

- Community engagement events
- Before and after school programs
- Native American Heritage Week/Month
- 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)
- Navajo Government
- Pueblo of Santa Ana, Language and Culture Class @ CHS
- Mentoring



THANK YOU! Be well and safe.

Next meeting: Fall 2023

September 12, 2023