



**Bernalillo Public Schools
Tribal Education Status Report
(TESR)**

SY 2020-2021

Bernalillo Public Schools - Tribal Education Status Report

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Thank you to the following for your collaboration and continued support with Bernalillo Public Schools:

Cochiti Pueblo
Sandia Pueblo
San Felipe Pueblo

Zia Pueblo

Santo Domingo Pueblo
Jemez Pueblo
Santa Ana Pueblo

Bernalillo Public Schools - Tribal Education Status Report

CONTENTS

Introduction	4-12
Detailed Report	
❖ New Mexico Student Achievement	13-18
❖ School Safety	19-22
❖ Graduation Rate	23-30
❖ Attendance	31-37
❖ Parent and Community Involvement	38
❖ Educational Programs Targeting Tribal Students	39-44
❖ Financial Reports	45-47
❖ Current Status of Federal Indian Education Policies and Procedures	48-49
❖ School District Initiatives	50-54
❖ Public School Use of Variable Calendars	55
❖ School District Consultations	56-61
❖ Indigenous Research, Evaluation Materials and Curricula for Tribal Students	62
Conclusion - Appendix	63-86

Bernalillo Public Schools - Tribal Education Status Report

OUR COMMITMENT

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

CORE VALUES

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

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

Purpose: To provide services and support to our students

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

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

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

Commitment: Developing programs, services which support our core values

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

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

Collaboration: We actively seek and want to collaborate with others

Bernalillo Public Schools - Tribal Education Status Report

Introduction

The Indian Education Department at Bernalillo Public Schools (BPS) has implemented initiatives throughout the district to address the educational needs and cultural development of our Native American students. These initiatives are based on collaboration and partnerships with 7 Pueblo communities, 10 schools within the BPS district and our Native American urban population. The Indian Education Department is committed to collaborating with the surrounding 7 Pueblo communities and addressing the needs of their students. The collaboration is vital and is a reflection that both entities can come together to improve the education of Native American students within the district.

This report provides information that was gathered during the 2018-19 school year for Native American students within Bernalillo Public Schools.

PROFILE OF BPS INDIAN EDUCATION DEPARTMENT

During School Year 2020-2021, Bernalillo Public Schools included the following”

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

Bernalillo Public Schools - Tribal Education Status Report

Indian Education Act – Amended to include HB250

6.35.2.11 American Indian/Alaskan Native Student Needs Assessment:

Beginning in the 2020-2021 school year, a historically defined Indian impacted school district shall:

- (1) by October 15 and every three years thereafter, conduct an American Indian/Alaskan Native Student needs assessment to determine what supports are needed in school, at home, and in the community to help American Indian and Alaskan Native students succeed in school, graduate with a diploma of excellence and be prepared to enter post-secondary education or the workplace;
- (2) seek best practices for conducting an American Indian/Alaskan Native student needs assessment that is appropriate for localized needs, to include school, home and the community;
- (3) conduct a tribal consultation with local Indian nations, tribes and pueblos to prioritize and address the needs identified in the American Indian/Alaskan Native student needs assessment;
- (4) prioritize in its school district budget the needs of American Indian and Alaskan Native students and closing the achievement gap between American Indian and Alaskan Native students and all other student groups through the use of state and federal funding for American Indian and Alaskan Native students, at-risk students or economically disadvantaged students.
- (5) Apply for appropriate financial assistance, which may include, stated, federal or private grants, to assist with meeting the requirements of 6.35.2.11 NMAC
- (6) develop an accountability tool, which shall be reevaluated annually, that measures the success or failure of a public schools efforts pursuant to the systemic framework provided for in 6.35.2.12. NMAC
- (7) hold a public meeting with members of the district's American Indian and Alaskan Native students tribal leadership, parents, and the Indian education division at least twice during each school year, once by November 30 and once by April 30, to report on the American Indian/Alaskan native student needs assessment and the historically defined Indian impacted school district's evaluation of progress; and
- (8) conduct, submit to the department and publish on its website an annual review on the evaluation progress to determine if amendments are needed to the systemic framework or accountability tool

6.35.2.12 Systemic Framework for Improving Educational Outcomes for American Indian and Alaskan Native Students

Beginning in the 2020-2021 school year, a historically Indian impacted school district shall:

- (1) develop and publish on its website by January 15, a systemic framework for improving educational outcomes for American Indian and Alaska Native students, in collaboration with:
 - (a) school employees
 - (b) American Indian and Alaskan Native students and families
 - (c) social services providers
 - (d) community and civic organizations

Bernalillo Public Schools - Tribal Education Status Report

- (e) the school district's or charter school's equity council; and
 - (f) any other entities; including a consultant, identified
- (2) conduct tribal consultation with local Indian national, tribes and pueblos on the development and implementation of the systemic framework for improving educational outcomes for American Indian and Alaska Native students.

Academic and other programs within the context of the Indian education division's development of selection of culturally relevant curricula and instructional materials as provided in Subsection E of Section 22-23 a-5 NMSA 1978:

- (a) Innovative programs designed to meet the educational needs of disadvantaged American Indian and Alaskan Native students;
- (b) High-quality, culturally relevant professional development for teaching professionals and paraprofessionals;
- (c) the identification of early childhood, pre-kindergarten and family programs in the school district that emphasize readiness and that are effective in preparing young children to make sufficient academic growth by the end of grade three
- (d) educational programs that are not usually available in sufficient quantity or quality, including remedial instruction, to close the achievement gap
- (e) bilingual and bicultural programs and projects, including appropriate educational support
- (f) enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging state academic standards;
- (g) programs designed to encourage and assist students to work toward and gain entrance into post-secondary institutions;
- (h) special compensatory and other programs and projects that are designed to assist and encourage students to enter, remain in, or reenter school and to increase the rate of high school graduation
- (i) career exploration activities that enable, encourage and support American Indian and Alaska Native students to participate in programs supported by Carl D. Perkins Career and Technical Education Act of 2006, including programs for technology preparatory education, mentoring and apprenticeship;
- (j) partnership projects between public schools and local businesses for career preparation programs designed to provide students with the knowledge and skills needed to make an effective transition from school to high-skill career;
- (k) rigorous and meaningful curricula and educational opportunities that will lead to lifelong success for all students; and
- (l) any other academic programs identified by the historically defined Indian impacted school district or local Indian nations, tribes and pueblos.

Culturally related activities that:

- (a) support the academic programs of the public school
- (b) support American Indian language programs and American Indian language restoration programs that may be taught by traditional leaders and that qualify for the state seal of bilingualism-biliteracy on a student's diploma of excellence as provided by Section 22-1-9.1 NMSA 1978;
- (c) promote the incorporation of culturally responsive teaching and learning strategies into the public school's educational programs;

Bernalillo Public Schools - Tribal Education Status Report

- (d) educate about the prevention of violence, suicide and substance abuse;
- (e) promote the incorporation of land-based learning, student identity development and holistic wellness; and
- (f) any other culturally related activities identified by the historically defined Indian impacted school district or local Indian nations, tribes and pueblos.

Additional educational services focused on the holistic well-being of the whole child

- (a) early intervention to help struggling students such as:
 - (i) after-school programs;
 - (ii) tutoring and mentoring; and
 - (iii) school and community interventions to prevent truancy and reduce dropout rates
- (b) comprehensive guidance and counseling services;
- (c) integrated educational services in combination with other programs that meet the needs of American Indian and Alaskan Native students and their families, including programs;
 - (i) that promote parental involvement in school activities; and
 - (ii) increase student achievement;
- (d) special health and nutrition related services and other related activities that address the special health, social and psychological concerns of American Indian and Alaskan Native students and their families; and
- (e) family literacy services, including;
 - (i) New Mexico even start; and
 - (ii) Adult basic education programs; and
- (f) any other culturally related activities identified by the historically defined Indian impacted school district or local Indian nations, tribes and pueblos.

Bernalillo Public Schools - Tribal Education Status Report

Tribal Education Status Report (TESR)

A. Beginning in school year 2020-2021, by September 30, each school district with tribal lands located within its boundaries shall provide an annual districtwide tribal education status report to all Indian nations, tribes, and pueblos located within the school district boundaries and to the assistant secretary.

B. Beginning in school year 2020-2021, by September 30, each school district adjacent to tribal lands may provide an annual districtwide tribal education status report to all Indian nations, tribes and pueblos with tribal lands adjacent to the school district's boundaries and to the school district's boundaries and to the assistant secretary.

C. A report provided in accordance with Subsections A or B of this section shall include the following information based upon data from the immediately preceding school year:

There are (12) indicators that measure the performance of Bernalillo Public Schools and which this report is based upon, they are:

1. student Achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity; any cell with an n-size of 9 or fewer shall be masked:
2. school safety
3. the graduation rate;
4. attendance
5. parent and community involvement
6. educational programs targeting American Indian or Alaskan Native students
7. financial reports
8. current status of Federal Indian education policies and procedures
9. school district initiatives to decrease the number of student dropouts and increase attendance
10. public school use of variable school calendars
11. school district consultations with district Indian education, School site parent advisory councils and Tribal, municipal and Indian organizations
12. indigenous research and evaluation measures and results of effective curricula for American Indian and Alaskan Native students; and
13. access to native language programs

Bernalillo Public Schools - Tribal Education Status Report



BPS Board Goals

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

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

Goal 2: Continuing Board professional development

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

Goal 3: Reviewing and revising the BPS Board policy manual

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

Goal 4 Evaluating the Superintendent

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

Goal 5: Evaluation of the BPS Board Goals

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

Bernalillo Public Schools - Tribal Education Status Report

SY 2020-2021 BPS 40 Day Tribal Enrollment

BPS 40 Day Tribal Enrollment

Tribes	AES	BES	CES	PES	SDES	WDCES	BMS	CMS	SDMS	BHS	Total Per Tribe
Acoma		*			*		*		*	*	*
Cochiti		*	48			*	*	25		22	100
Isleta	*	*				*					*
Jemez	*	*			*	*	*			*	19
J. Apache					*		*				*
Laguna		*	*		*		*	*	*	*	10
M. Apache											0
Nambe											0
Navajo		*		*		*	*		*	17	41
Picuris											0
Pojoaque											0
San Felipe	116	31	*	*	*	10	92		*	143	397
San Idelfonso											0
Ohkay Owingeh	*									*	*
Sandia		*				*	*			11	30
Santa Ana	*	23				13	21	*		38	98
Santa Clara							*				*
Kewa	*	*	77	*	250	*	13	29	86	114	586
Taos	*										*
Tesuque	*		*								*
Zia			*			*	*		*	10	20
Zuni	*	*					*			*	*
Other	*	*				*	*	*	*	*	19
Total Native American	133	83	131	*	256	52	164	57	93	375	1349
Non-Native	15	240	43	121	*	223	284	26	*	425	1381
Total Students	148	323	174	126	259	275	448	83	94	800	Total BPS Students 2730

Native American Staff

- 65 Employees
- 21%

Non Native Staff

- 250 Employees
- 79%

Total BPS Staff

- 315 Total Employees

Note: * Indicates less than 10 students



As of 10/1/2020

Bernalillo Public Schools - Tribal Education Status Report

SY 2020-2021 BPS End of Year Tribal Enrollment

BPS EOY Tribal Enrollment

Tribe	AES	BES	CES	PES	SDS	WDCES	BMS	CMS	SDMS	BHS	Total Per Tribe
Acoma		*			*		*		*	*	*
Cochiti		*	48			*	*	25		22	100
Isleta	*	*				*					*
Jemez	*	*			*	*	*			*	19
J. Apache					*		*				*
Laguna		*	*		*		*	*	*	*	10
M. Apache											0
Nambe											0
Navajo		*		*		*	*		*	16	41
Picuris											0
Pojoaque											0
San Felipe	111	26	*	*	*	10	91		*	132	375
San Idelfonso											0
Ohkay Owingeh	*									*	*
Sandia		*				*	*			11	30
Santa Ana	*	23				13	21	*		38	98
Santa Clara							2				2
Kewa	*	*	77	*	244	*	14	30	83	98	564
Taos	*										*
Tesuque	*		*								*
Zia			*			*	*		*	11	21
Zuni	*						*			*	*
Other	*	*				*	*	*		*	17
Total Native American	127	77	131	*	250	52	163	58	89	349	1301
Non-Native	15	240	43	121	*	223	284	26	*	425	1381
Total Students	142	316	173	122	252	261	445	83	90	765	Total BPS Students 2649

Native American Staff

- 65 Employees
- 21%

Non Native Staff

- 250 Employees
- 79%

Total BPS Staff

- 315 Total Employees

Note: * Indicates less than 10 students



As of 6/1/2021

EOY Student Populations by School Site

	Native American	Hispanic	Caucasian	Other
AES	90%	9%	1%	0%
BES	25%	63%	10%	2%
CES	75%	24%	<1%	<1%
PES	4%	53%	39%	4%
SDES	99%	0%	0%	1%
WDC	20%	70%	10%	<1%
BMS	37%	56%	6%	1%
CMS	70%	29%	1%	0%
SDMS	99%	1%	0%	0%
BHS	46%	50%	4%	<1%
District	49%	43%	7%	1%

As of 6/1/2021



Bernalillo Public Schools - Tribal Education Status Report

1. School Achievement

BPS Objective: To support the efforts of the Bernalillo Public School District to meet the unique educational and culturally related academic needs of Native American students.
Background: The New Mexico Assessments that we are evaluating include the following: SBA Spanish Reading, SBA Science, NMAPA Science, Math and Reading, PARCC Fall ELA and Math, TAMELA Spring and Istation Reading
Methods: During the 2020-2021 School Year, students were tested in grades K-8 using the Istation Assessment, the TAMALA test was 3-11 th grade and all ELL students were given the ACCESS test.
Results: The following graphs and information provided will show the results of our Native American student compared to all other students. The data provides the following assessment information: <ul style="list-style-type: none">a. All Students – Reading, Math and Scienceb. American Indian - Reading, Math and Science <p>Concerning PARCC and TAMALA, our students are falling further in regard to proficiency levels and the percentage has decreased the last three (3) years. Reading in 2019 dropped by 11%, Math dropped another percentage in 2019, with the percentage no more than 8%. Science saw a drop of 6% for 2019. With the Pandemic, scores are currently being reviewed and will be added into the TESR at a later time this year. Not all students tested and with the waivers for testing</p>
Conclusion: Our Native American students continue to score below in the (3) core subjects of math, reading and science, but they are showing some growth at different school sites. Overall, there is growth in small proportions. The scores are not where we want them to be. As a department, we want to see the district along with parents/student/family work together to support our students. Everyone needs to be on the same page in order to see success in our students. Each of our students is capable of doing well in the classroom and coming to school. We can provide with supports to help them move forward as well as having the district support their traditional activities.
Action Plan: <ul style="list-style-type: none">1. Students will demonstrate academic growth in literacy, math and science (K-12) through-out the school year.2. The Indian Education Department will provide support where needed. Tutoring After-school, Credit Recovery, Tier Interventions, and a thorough review of their academics through our support staff.3. Work with our Students Success Coordinators, Tribal Education Directors and Tribal Liaisons to work closely with staff and families and their needs.

Bernalillo Public Schools - Tribal Education Status Report

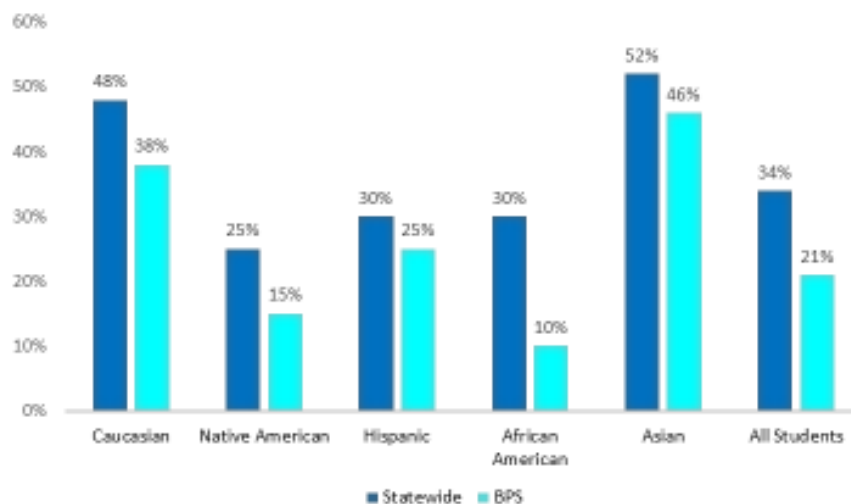
Student Proficiency in Reading

Includes the following assessments:

- SBA Spanish Reading
- SBA Science
- NMAPA Science, Math and Reading
- PARCC Fall ELA and Math, TAMELA Spring
- IStation Reading

*Information not shown for groups with fewer than 10 students.

STUDENTS AT OR ABOVE PROFICIENT BY ETHNICITY



As of 6/1/2021



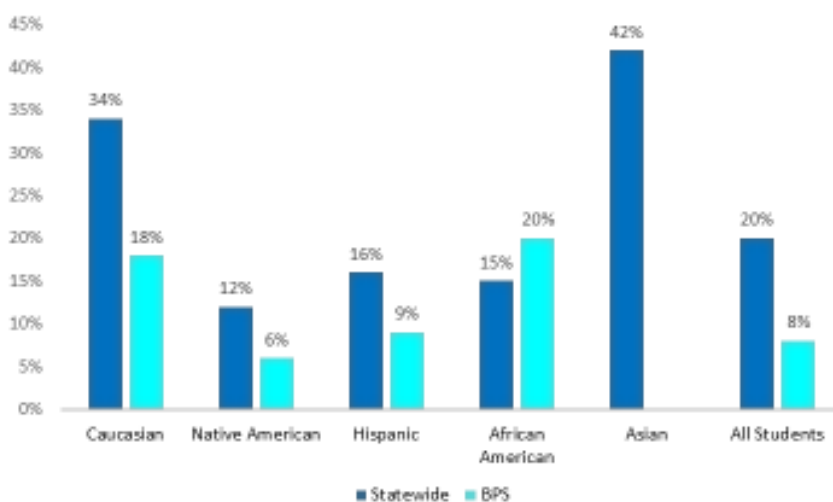
Student Proficiency in Math

Includes the following assessments:

- SBA Spanish Reading
- SBA Science
- NMAPA Science, Math and Reading
- PARCC Fall ELA and Math, TAMELA Spring
- IStation Reading

*Information not shown for groups with fewer than 10 students.

STUDENTS AT OR ABOVE PROFICIENT BY ETHNICITY



As of 6/1/2021



Bernalillo Public Schools - Tribal Education Status Report

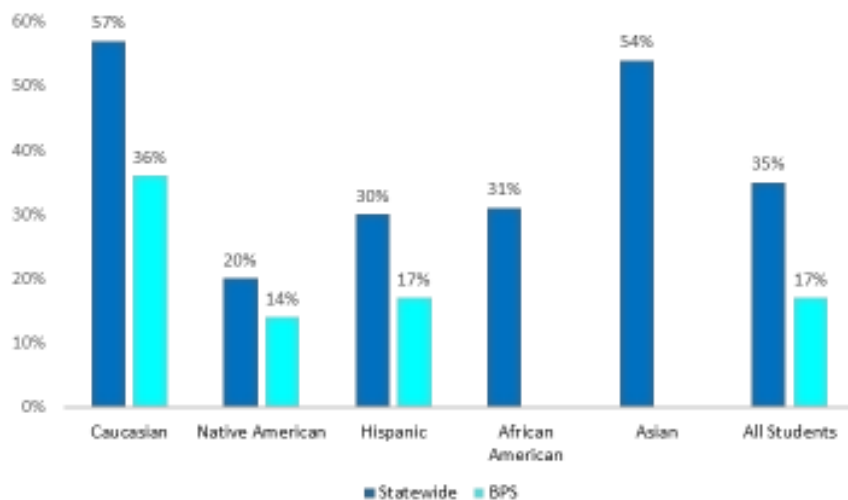
Student Proficiency in Science

Includes the following assessments:

- SBA Spanish Reading
- SBA Science
- NMAPA Science, Math and Reading
- PARCC Fall ELA and Math, TAMELA Spring
- IStation Reading

*Information not shown for groups with fewer than 10 students.

STUDENTS AT OR ABOVE PROFICIENT BY ETHNICITY

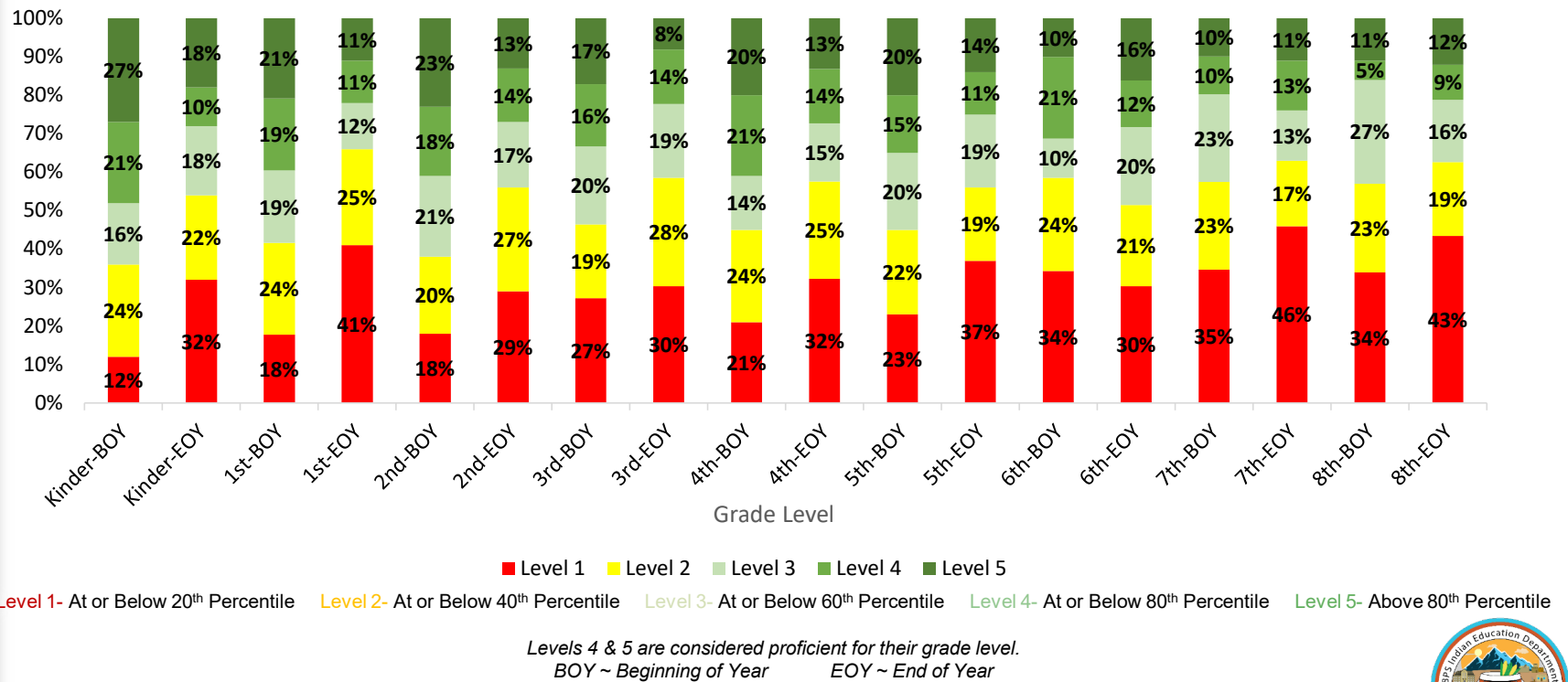


As of 6/1/2021.

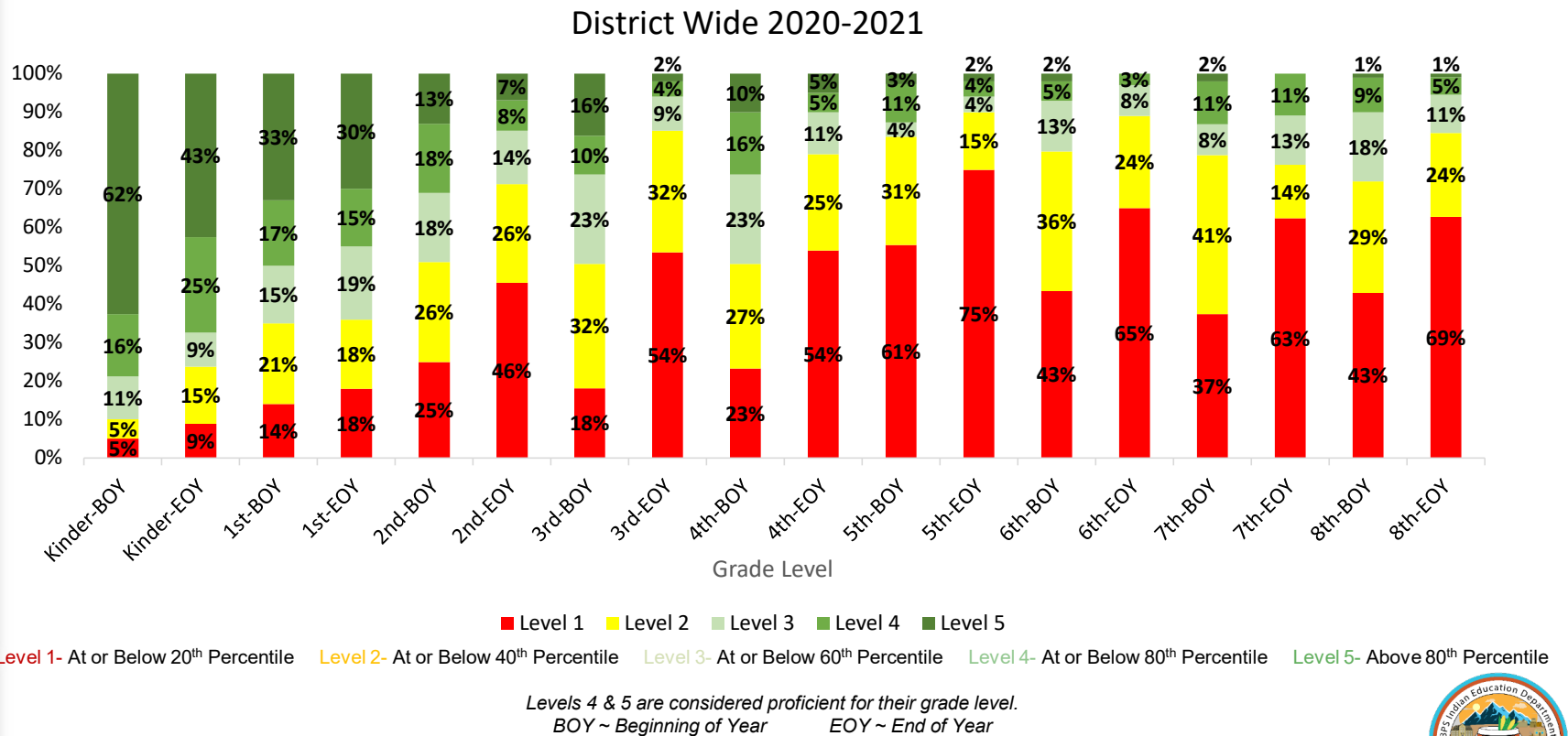


BOY/EOY IStation Reading

District Wide 2020-2021

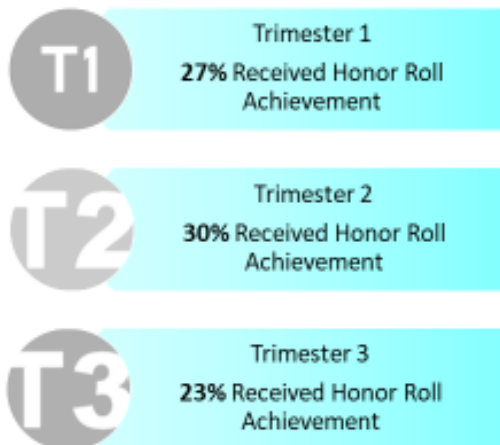


BOY/EOY IStation Math

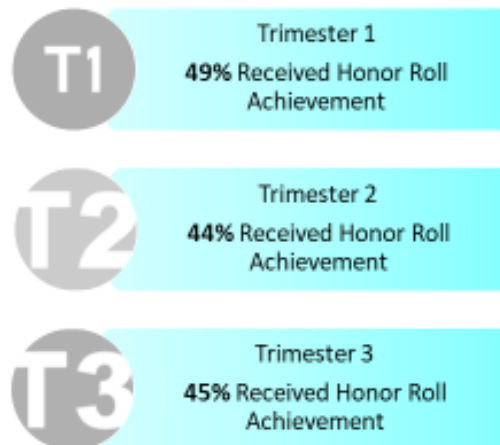


BPS Honor Roll Students 20-21 SY

BHS Native American Students



BHS Non-Native American Students

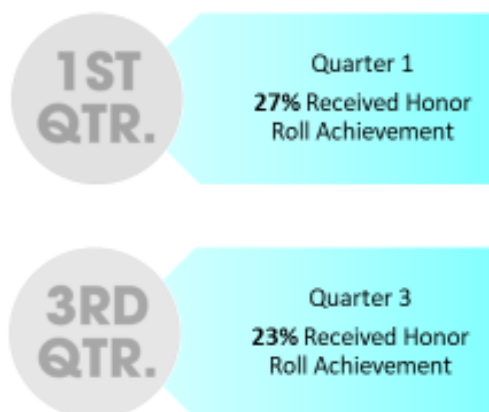


As of 6/16/2021

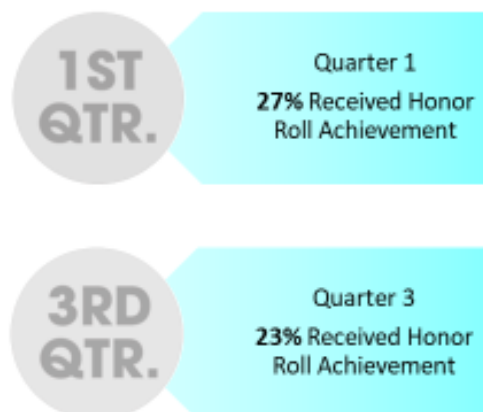


BPS Honor Roll Students 20-21 SY

BMS Native American Students



BMS Non-Native American Students



As of 6/16/2021



Bernalillo Public Schools - Tribal Education Status Report

2. School Safety

BPS Objective: To Ensure that students in New Mexico schools attend, safe and peaceful schools.

Background: Bernalillo Public Schools looks at keeping students, staff and faculty safe while they are in school. Safety plans offer new approaches to the following:

- ✓ Review Safety plans yearly
- ✓ COVID-19 Guidelines
- ✓ District & School Site Safety Plans
- ✓ Disciplinary Infractions
- ✓ Properly train staff, faculty and students to assess, facilitate and implement response to emergency events
- ✓ All Staff will complete the Vector (Safety Videos)
- ✓ Prevent an occurrence and or recurrence of undesirable events
- ✓ Ensure each school site has a Safety Committee

Bernalillo Public Schools has developed different supports to help ensure the safety of students and schools. This would include having policies and procedures in place, safety committees at each school site, safety implementation and prevention plans, emergency response plans, recovery plans, safe schools plans and providing a school safety report each year to the PED School Health and Wellness Bureau. More importantly at this time is COVID-19 guidelines and procedures. The pandemic hit our school district as well as the entire state of New Mexico, the United States and all countries around the world in March of 2020. The district closed from March 2020 and students were able to return on April of 2021. Many did not return to in-person learning. Working from home and going to school virtually become the norm for everyone.

Methods:

- a. **Due to the Pandemic, we did not have any infractions as the year was spent on remote learning.** Once we are back to in-person learning, behavioral & infraction data will be collected by each school site in the district and recorded in PowerSchool. The district reviews the data, looks at where we are heavy on incidences, how many of each incidence, number of students, which school site, number of suspensions and what supports we need to put into place and providing Tier interventions, reaching out to parents and discussing how we can help. Then interventions and a plan is developed. School Site Principals develop their School Safety Plans with their Safety Committees. Each school needs to be in compliance with the plan, drills and ensuring the safety of all students and staff.
- b. **COVID-19 Guidelines:** Developed by school site staff and Administration. Guidance was received from the NMPED, the CDC (Center for Disease Control and State Health Department. The district developed a Safety Plan and Guidelines as well as each school site had to develop their own plans.
- c. School sites presented their plans to the BPS School Board for approval.

Results:

- 1) Each school site complies with their safety plan, each school has a safety committee who reviews the plan yearly or as often as needed for the PED. Drills are complied with throughout the school year, such as Fire drills. A Safe Schools report is submitted

Bernalillo Public Schools - Tribal Education Status Report

yearly and policies are in place. A review of the infractions by grade level, type of infraction and other indicators will help our department work with the schools sites to ensure our students understand the rules and to see what other programs we need to implement.

- 2) At the beginning of the school year, all staff go through a review of policies on Bullying and Cyberbullying, Child Abuse and Neglect, Blood Borne Pathogens, Civil Rights, Harassment, American with Disabilities Act, Confidentiality, and Suicide Prevention.
- 3) BPS purchased the Raptor system to help with any threats to the school, teachers and students. You must provide a state ID or an ID where you can see your name and birthdate. The system only looks at the Sex Offender database.

Conclusion: All school sites within Bernalillo Public Schools do meet the criteria for the NMPED in regard to safety plans, drills, having a safety committee and reporting to the state and PED. BPS along with the Indian Education Department will continue to work with staff, parents, students and communities in reviewing data such as the number of school infractions and how we can work together to keep everyone safe. This will include ensuring the school sites are safe, sanitized, cleaned regularly so when we start back Hybrid or full k-12 schooling, we will be ready for students and staff. Until then, students will learn virtually/remote. Re-Entry plans are constantly being reviewed and changes made if needed. PED, the CDC and State Health Department provide guidance weekly, about any changes in COVID.

Action Plan:

- 1) The Indian Education program will continue to work with the district and school sites to ensure Safety plans meet PED's criteria for safe schools and to encourage ongoing planning and review of plans. The Department will continue to review the district Strategic Plan and "Our Commitment" and partner with Tribal Communities. We work and coordinate services with counselors, mental health counselors, and with Tribal Community Mental Health Counselors and Advocates.
- 2) Work with our Student Success Coordinators and Liaisons to review data, continue communication with parents and students, provide support and interventions and become the support system our students need.
- 3) Work with the Safety and Security Coordinator to review the latest guidance on COVID, make changes where necessary, communicate that we are following orders: wearing a mask, washing hands regularly stay 6ft apart from others and staying home if not feeling well. Trauma-informed and provide culturally-responsive programs.
- 4) From August 2020 – the middle of April 2021, students were learning virtually. Some students did return after Spring Break and through the summer. District staff worked from home and only returned after Spring Bring. District Administration did return before district staff.

BHS Student Infractions SY 20-21

- No significant data to report due to majority of students enrolled in virtual classes.



Bernalillo Public Schools - Tribal Education Status Report

3. Graduation Rate

BPS Objective: Ensure that all American Indian students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The high school experience and diploma together provide students with solid preparation for College and Career Readiness.

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

Methods: Data from Power School is used to help review credits, credit recovery classes, class schedules, attendance, behavior, discipline, attendance data from Mission Graduate and data kept by our Student Success Coordinators.

Results:

There are key student indicators that can identify students lowering their odds for graduating from high school.

Attendance – Bernalillo Public Schools continues to work with Mission Graduate. We are aware that students who miss anywhere from 5-9 absences are at-risk, 10-19 Moderate risk and 19 and above or missing 20% or more school days, this is severe. We work with Tribal Communities through-out the year and with Tribal Leadership to inform them of the importance of students coming to school every day and how it can affect them if they are missing school. Tribal Liaisons are a huge component of the success of our students. We understand that students will not be in school due to traditional activities and community events. We will work with families to ensure students are provided with work they have missed. Students are asked to continue to communicate with their teachers about lessons that need to be made up.

Behavior: one or more referrals, disciplinary infractions will keep a student at-risk of becoming successful in school and possibly not graduating. Once they start to miss school, they get behind, continue to miss and then do not return. All students are provided with a student handbook at the beginning of the school that helps explain consequences of behavior, graduation requirements and consequences. Indian Education staff meet with students regularly during the week to check on student and their classes, which helps with the behavior.

Student Academic Performance: Students need to do well in class. Class grades such as D's and F's will not help a student graduate. If this happens in their freshman year, they are already behind in credits for their sophomore year. The student will then have to attend summer school and/or take credit recovery classes. Credit recovery can be harder than regular school day classes. Making up credits takes time and that time could be spent on their current class work.

Bernalillo Public Schools - Tribal Education Status Report

State Assessment Scores: There are many tests that our students take through-out the year, such as PARCC/TAMALA is for graduation purposes, ACCESS for EL students for English proficiency, short cycle assessments, Illuminate and Istation (K-2).

Special Education: The Indian Education Department, Native American Liaisons and Student Success Coordinators work closely with all students and all departments in the district. As they review their student lists and meet with students, they will speak with and work with the Special Education Department if there is a concern with a student. At times, support staff are invited to sit in on an IEP meetings to review progress of students and work with parents. Our department will ensure that we are meeting the needs of all students.

Conclusion: Our Native American students continue to fall below Hispanic and Caucasian students at Bernalillo High School. This year was different; our Liaisons and the new Student Success Coordinators were able to provide more support to students and parents. Tribal Liaisons worked closely with students in regard to grades, attendance and academics. I feel that due to the Liaisons and their constant attention to the students, they made a huge impact on the students. As a district and a department, we need to continue to communicate with students and with parents and inform them of any changes, concerns, positive feedback on each student whether they are on track or not on track to graduate. The personal contact makes a difference in their lives and the students will work harder, want to come to school and do well in class because they know there are people who care about them and how they are doing.

Action Plan:

- 1) The Indian Education Department has a finalized strategic plan. With added measures for our Native students, we will provide services that will enhance student support, interventions and after-school services.
- 2) Student Success Coordinators, NA Liaisons will continue to work with Tribal Liaisons and Tribal Education Directors to ensure students have supports, not only academic, but socially and emotionally.
- 3) Communicate with students and families and keep them updated on student
- 4) Due to the Pandemic, our students have been at home and have not been able to leave their communities. Supports for Social and Emotional Learning will be provided for all students.
- 5) Professional development for all staff took place during the beginning of the school year and continues to be at the forefront for the district to ensure that students feel comfortable coming back to school, are safe, that protocols are followed and we are meeting the guidelines of the CDC and the Public Education Department.

Graduation was held on June 5th on the Bernalillo Public Schools Football Field. We had (63) Native American students graduate that evening. We had one Native Scholar. At the end of July, the district completed summer school and we had another (8) students graduate, so 71 of 83 possible graduates for a rate of 87%. Due to COVID-19, all summer school work was completed virtually. We had one Student Success Coordinator, Mark Loera who worked night and day to help our students complete their credit recovery and provide the support and encouragement they needed to be successful, complete coursework and graduate.

Bernalillo Public Schools - Tribal Education Status Report

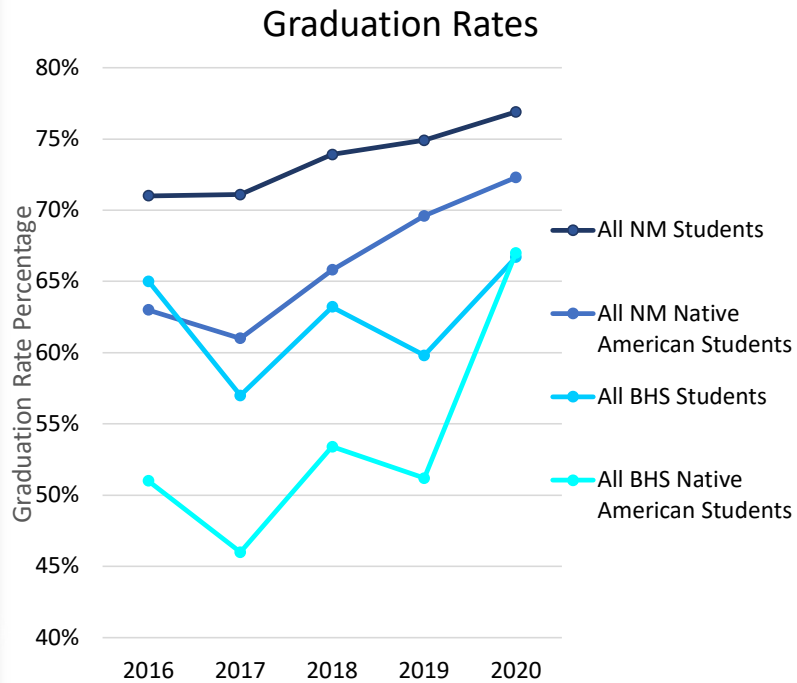
Overall, we had seventy-one students' graduate this year from BHS. The graduation rate has fluctuated from 49% our lowest to 67% for the 2020-2021 School Year. For school year (19-20), we started our school year with a graduation rate was 51%. Many factors come into play when looking at the graduation rate. It is not only missing school and grades, but it also includes mobility of students within the district and moving in and out of the district. The state captures how long they were in our district, how long they were or are in another district and if they returned to Bernalillo Public Schools.

Even with the Pandemic, we were able to graduate 71 of 83 students. This is not only the hard work of staff and administration, but more importantly the hard work and support of parents who stood by their students to see that they completed assignments and kept in communication with district staff.

The students who were not on track to graduate (12 students) and those that dropped (6 students) and did not graduate were due to the following reasons:

1. Academics
2. Stopped coming
3. Transferred to Different District/School
4. Tribal role in the community
5. Taking Care of Siblings

BPS Graduation Rates



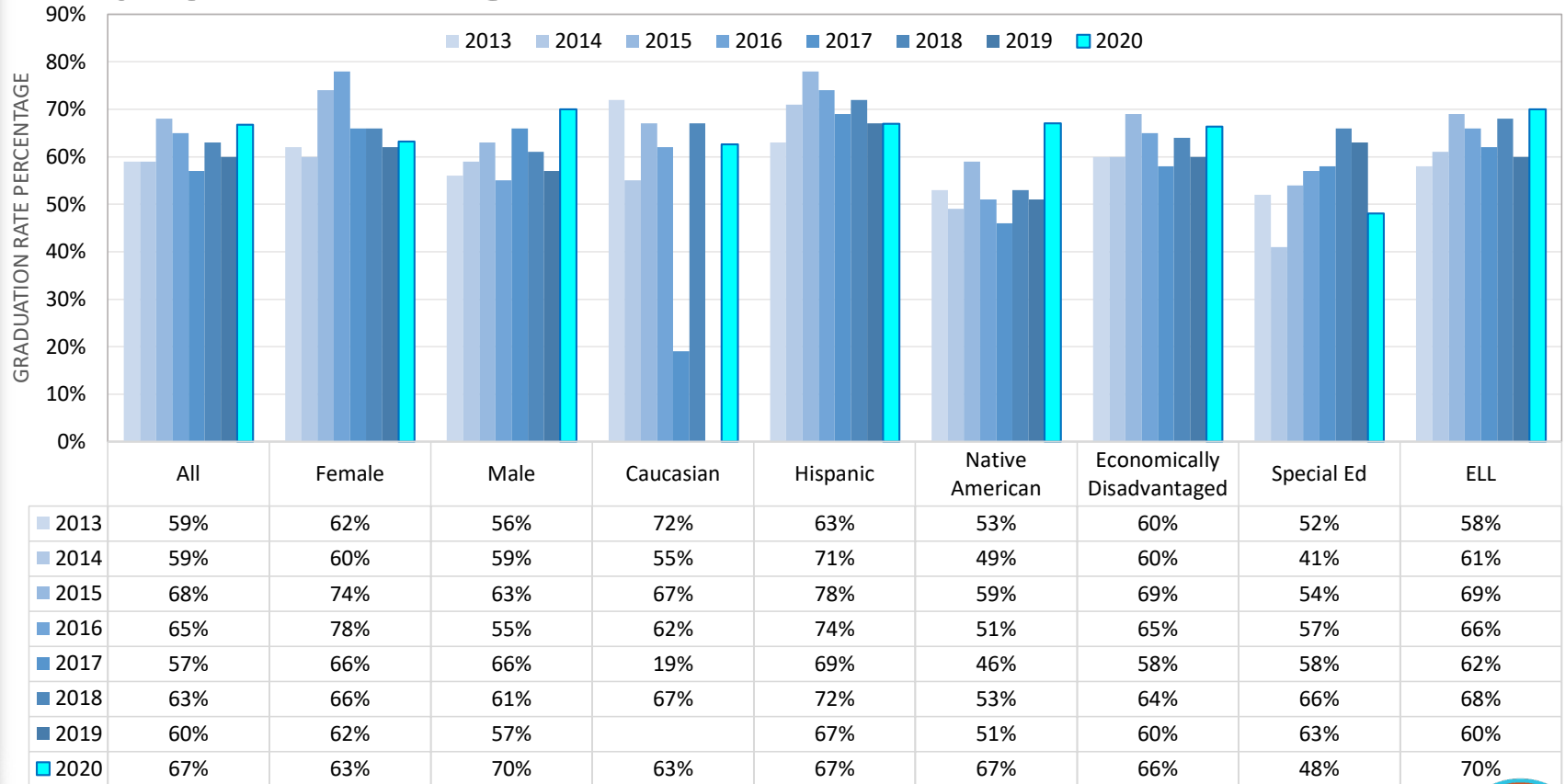
	2016	2017	2018	2019	2020
All NM Students	71%	71.1%	73.9%	74.9%	76.9%
All NM Native American Students	63%	61%	65.8%	69.6%	72.3%
All BHS Students	65%	57%	63.2%	59.8%	66.7%
All BHS Native American Students	51%	46%	53.4%	51.2%	67%

As of 6/1/2021



Bernalillo Public Schools - Tribal Education Status Report

BPS 8 Year Graduation Rate



As of 6/1/2021



Bernalillo Public Schools - Tribal Education Status Report



Bernalillo High School

Indian Education – Senior Class of 2020-2021

NATIVE AMERICAN STUDENTS GRADUATION INFORMATION

- June Graduation Approval: $63/83 = 76\%$
- Summer School Graduation Approval: 8
- Total: $71/83 = 86\%$

TOTAL NUMBER OF BHS NATIVE AMERICAN GRADUATES: $71/83 = 86\%$

- Pueblo of Cochiti $5/5 = 100\%$
- Pueblo of Jemez *
- Pueblo of San Felipe $19/25 = 76\%$
- Pueblo of Sandia *
- Pueblo of Santa Ana $8/11 = 73\%$
- Pueblo of Santo Domingo $25/27 = 93\%$
- Pueblo of Zia *
- Navajo Nation *
- Non-NM Tribes *

Aroostook Band of Mic Mac, Maine

Saginaw Chippewa Tribe, Michigan

Salish Kootenai Tribe, Montana

Shoshone Bannock Tribe, Idaho

Ute Mountain Tribe, Colorado

(Note: * indicates less than 10 Students in Data)

TOTAL GRADUATION DATA: (As of July 1, 2021)

BHS CODE: H3 (Junior Status): 1/1 H4 (Seniors): 59/66

H5 (Class of 2018): 4/8 H6 (Class of 2017): 2/2

Bernalillo Public Schools - Tribal Education Status Report



Bernalillo High School - NA Senior Class of 2020

Indian Education – Student Success Program

NATIVE AMERICAN STUDENTS GRADUATION INFORMATION

(88 Native American Seniors Enrolled at the Start of the School Year 2019/20)

- **2020 Graduation Approval: 79/88 = 90%** (Note: 1 Junior Student Enrolled, Graduated Early as Class of 2020)
- **COVID-19 Virus:** NMPED extended current Seniors allowed time to Complete Graduation Requirements

TOTAL NUMBER OF BHS NATIVE AMERICAN GRADUATES: 79/88 = 90%

- Mescalero Apache Nation *
- Navajo Nation *
- Non-NM Tribes *
(Salish Kootenai Tribe, Montana)
- Pueblo of Cochiti *
- Pueblo of Jemez No Seniors
- Pueblo of Laguna *
- Pueblo of San Felipe 34/37 = 92%
- Pueblo of Sandia *
- Pueblo of Santa Ana *
- Pueblo of Santo Domingo 25/29 = 86%
- Pueblo of Zia *
- Pueblo of Zuni *

(Note: * indicates less than 10 Students in Data)

TOTAL GRADUATION DATA:

BHS CODE: H3 (Junior Status): 1/1 H4 (Seniors): 73/81 (3 Students Withdrew)
H5 (Class of 2019): 4/5 H6 (Class of 2018): 1/1

Bernalillo Public Schools - Tribal Education Status Report



Bernalillo High School - NA Senior Class of 2019

Indian Education – Student Success Program

NATIVE AMERICAN STUDENTS GRADUATION INFORMATION

(77 Native American Seniors Enrolled at the time of Grant hire)

- May Graduation Approval: $54/77 = 70\%$
- Summer School Graduation Approval: 12 (Note: 1 Junior Student Enrolled, Graduated Early as Class of 2019)

TOTAL NUMBER OF BHS NATIVE AMERICAN GRADUATES: $79/88 = 90\%$

- Pueblo of Cochiti *
- Pueblo of Jemez *
- Pueblo of San Felipe $18/25 = 72\%$
- Pueblo of Sandia *
- Pueblo of Santa Ana *
- Pueblo of Santo Domingo $22/25 = 88\%$
- Pueblo of Zia *
- Navajo Nation *
- Pueblo of Santo Domingo $25/29 = 86\%$
- Non-NM Tribes *

Aroostook Band of Mc Mac, Maine

Saginaw Chippewa Tribe, Michigan

Salish Kootenai Tribe, Montana

Shoshone Bannock Tribe, Idaho

Ute Mountain Tribe, Colorado

(Note: * indicates less than 10 Students in Data)

TOTAL GRADUATION DATA:

BHS CODE: H3 (Junior Status): 1/1 H4 (Seniors): 73/81 (3 Students Withdrew)
H5 (Class of 2019): 4/5 H6 (Class of 2018): 1/1

Bernalillo Public Schools - Tribal Education Status Report

BERNALILLO HIGH SCHOOL Indian Education - Student Success Program Mark P. Loera, Lead SSC & SSC of the Senior Classes 2019, 2020 & 2021 YEAR 3 of 4, GRANT INFO: NATIVE AMERICAN GRADUATES "SENIORS WHO HAVE STARTED THEIR SENIOR YEAR AT BHS"				
SCHOOL YEAR	2018-19	2019-20	2020-21	Totals
Mescalero Apache Nation	No Seniors	1 * 1	No Seniors	1 * 1 = 100%
Navajo Nation	1 * 2	5 * 6	4 * 4	10 * 12 = 83%
Pueblo of Cochiti	6 * 6	2 * 2	5 * 5	13 * 13 = 100%
Pueblo of Jemez	3 * 3	No Seniors	0 * 1	3 * 4 = 75%
Pueblo of Laguna	No Seniors	1 * 1	No Seniors	1 * 1 = 100%
Pueblo of Ohkay Owingeh	No Seniors	No Seniors	1 * 1	1 * 1 = 100%
Pueblo of San Felipe	18 * 25	34 * 37	19 * 25	71 * 87 = 82%
Pueblo of Sandia	3 * 3	1 * 1	5 * 5	9 * 9 = 100%
Pueblo of Santa Ana	7 * 7	5 * 6	8 * 11	20 * 24 = 83%
Pueblo of Santo Domingo	22 * 25	25 * 29	25 * 27	72 * 81 = 89%
Pueblo of Zia	2 * 2	3 * 3	3 * 3	8 * 8 = 100%
Pueblo of Zuni	No Seniors	1 * 1	No Seniors	1 * 1 = 100%
Non-NM Tribes: (Registered as)	4 * 4	1 * 1	1 * 1	6 * 6 = 100%
Aroostook Band of Mic Mac, Maine	*			
Saginaw Chippewa Tribe, Michigan	*			
Salish Kootenai Tribe, Montana		*		
Shoshone Bannock Tribe, Idaho	*			
Ute Mountain Tribe, Colorado	*		*	
TOTALS:	66/77 = 86%	79/88 = 90%	71/83 = 86%	216/248 = 87%

Bernalillo Public Schools - Tribal Education Status Report

4. Attendance

BPS Objective: Ensure that all students attend school every day and are on schedule. This will be accomplished by supporting school district initiatives by addressing a decrease in drop-out rate and an increase in attendance.

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

Methods: The district works with Mission Graduate to review Chronic Absence data. We are currently able to see the data by ethnicity, gender and tribal affiliation. The Indian Education Department also has a Data Analyst who can provide reports and analyze the data. We can do a comparison between each of the indicators above. We also use STARS data that is certified on the 40th, 80th and 120th day. Students are considered Chronic, if they have a total of 10 or more full day, unexcused absences within a school year. Our NA Liaisons and Student Success Coordinators also provide support and encourage students to stay in school.

Results: **Due to the Pandemic, most of our students were virtual throughout the entire year. They were able to return after Spring Break, but Tribal Leadership stated that students would be virtual until the end of the school year.** Attendance was taken as best as possible, but most were Virtual and not in person. Given this, attendance results continue to show that our Native American students consistently have lower attendance rates than the other ethnicities. We are starting to see a slight increase in attendance, but there is more training, education and meetings with all stakeholders in order to be able to see a change. Our department and the District work closely with Tribal Education Liaisons by meeting with students and communicating with parents.

Conclusion: There are many reasons for our students dropping out and not attending school. They participate in traditional activities, they are sick, many of our students stay home to take care of ailing parents or grandparents, someone needs to watch their siblings, they work and didn't get up in time, these are just a few of the reasons that our students don't come to school or come late. How do we help students who continue to fall into these circumstances and what can we do to help them overcome some of these. Traditional activities and participating are part of their culture. We will ensure they have time to complete worked missed. We need to work on how we can relieve some of the burdens that will start with communicating with students and parents. We also need to get to the root of the issue and see what is really happening.

Bernalillo Public Schools - Tribal Education Status Report

Action Plan:

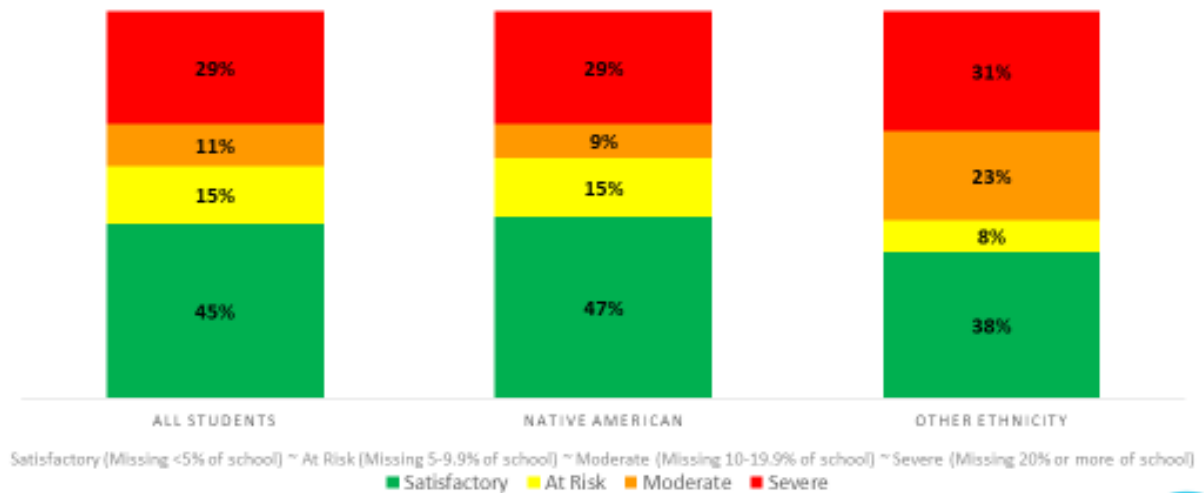
- 1) The Indian Education Department will continue to work with district school sites Tribal Education Departments and Parents to inform them of the importance of attendance, getting a good education and meeting the goal of graduation. Some of the absences are due to Tribal Activities.
- 2) The Department also will provide professional development and discuss why students participate in the Tribal activities, the importance and why they participate.
- 3) How we can support them and to provide the student time to pick up work they missed and provide them with the time to complete and hand in their lessons.

Bernalillo Public Schools works closely with Mission Graduate. All School sites have an Attendance Team and an Attendance Plan.

Chronic Absence by Grade Level:

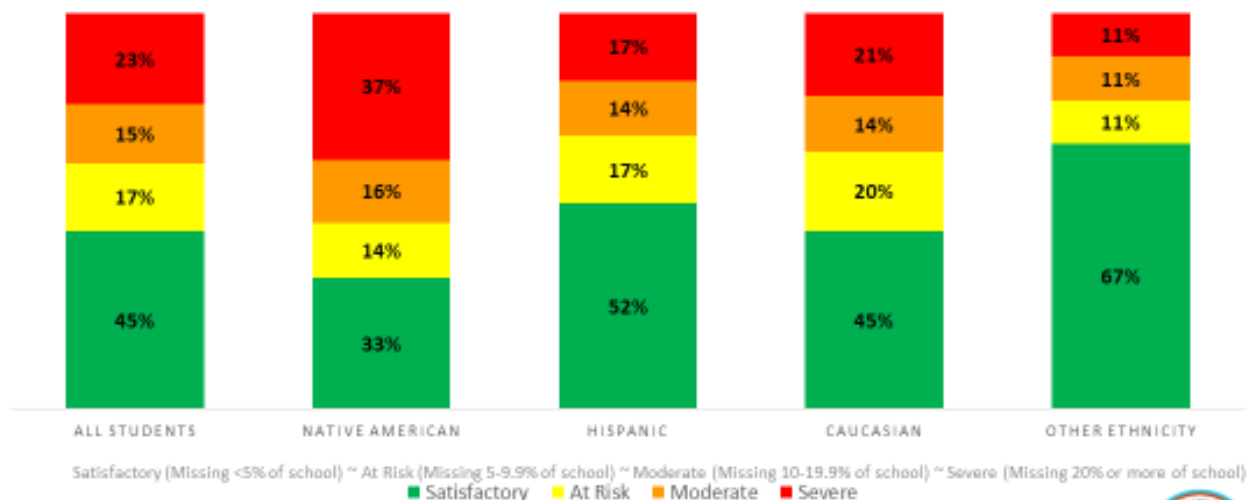


Absences by School/Ethnicity 2020-21 SY Algodones Elementary

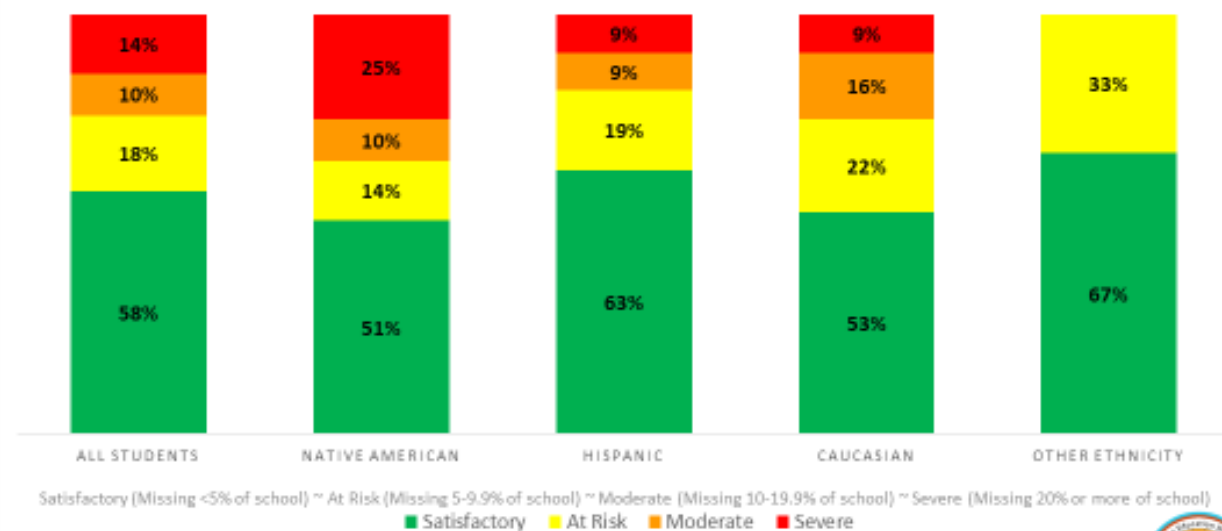


Bernalillo Public Schools - Tribal Education Status Report

Absences by School/Ethnicity 2020-21 SY Bernalillo Elementary

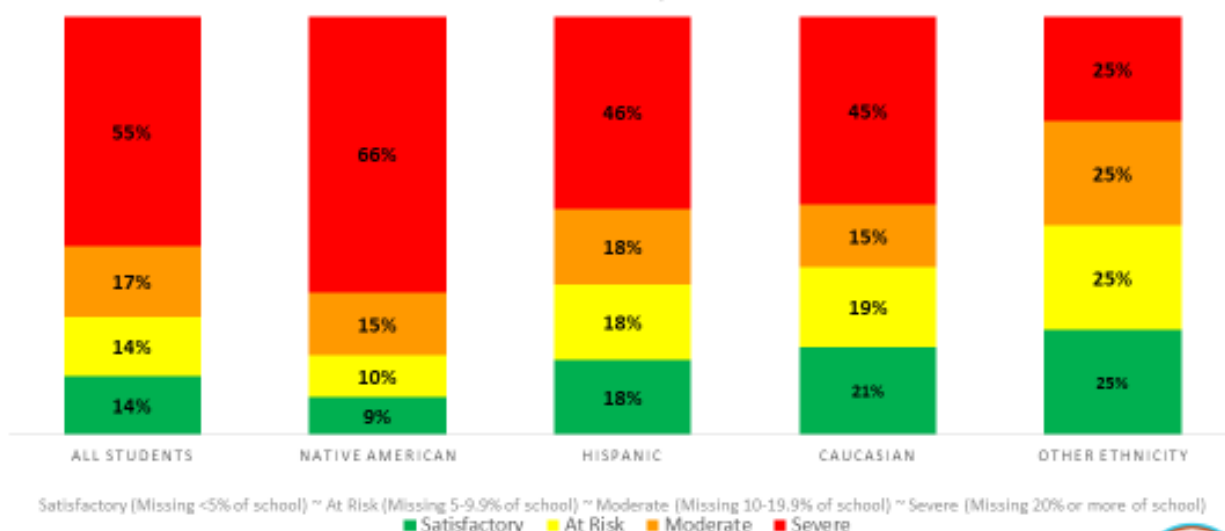


Absences by School/Ethnicity 2020-21 SY Bernalillo Middle

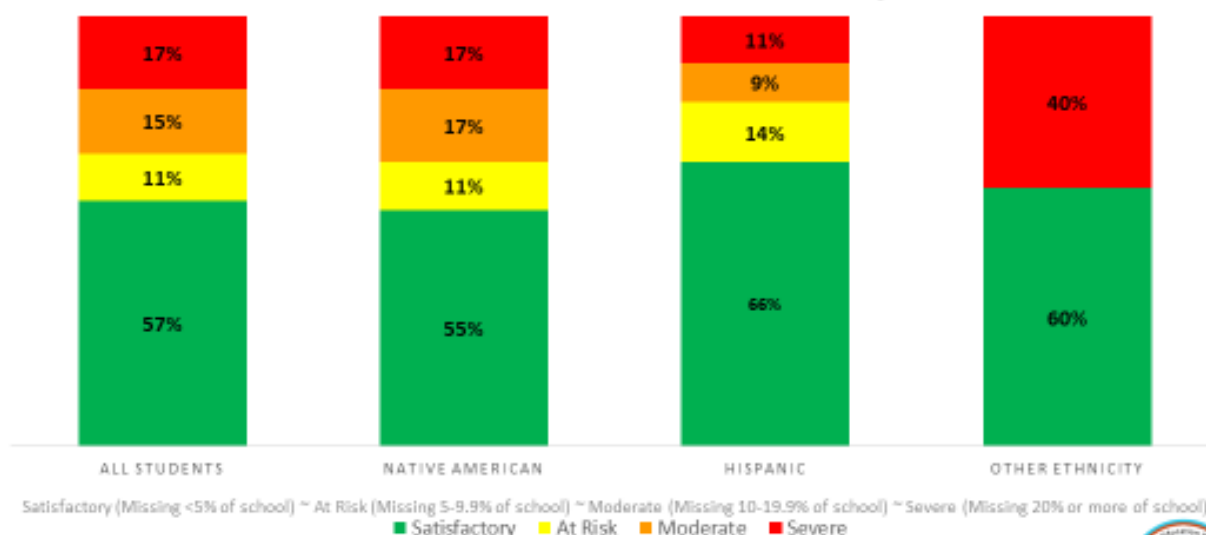


Bernalillo Public Schools - Tribal Education Status Report

Absences by School/Ethnicity 2020-21 SY Bernalillo High School

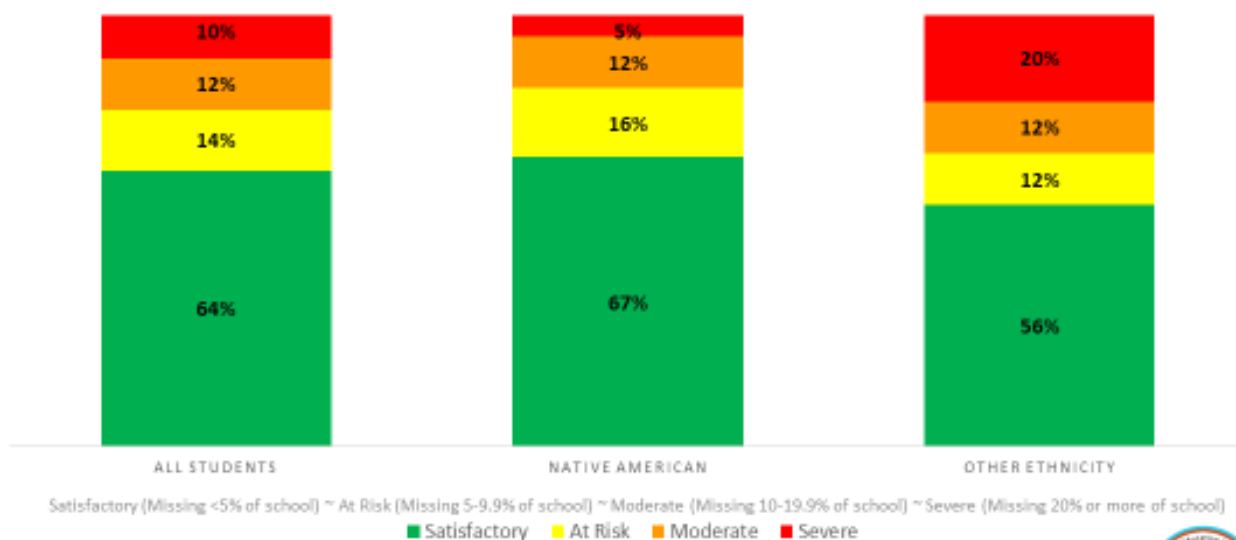


Absences by School/Ethnicity 2020-21 SY Cochiti Elementary

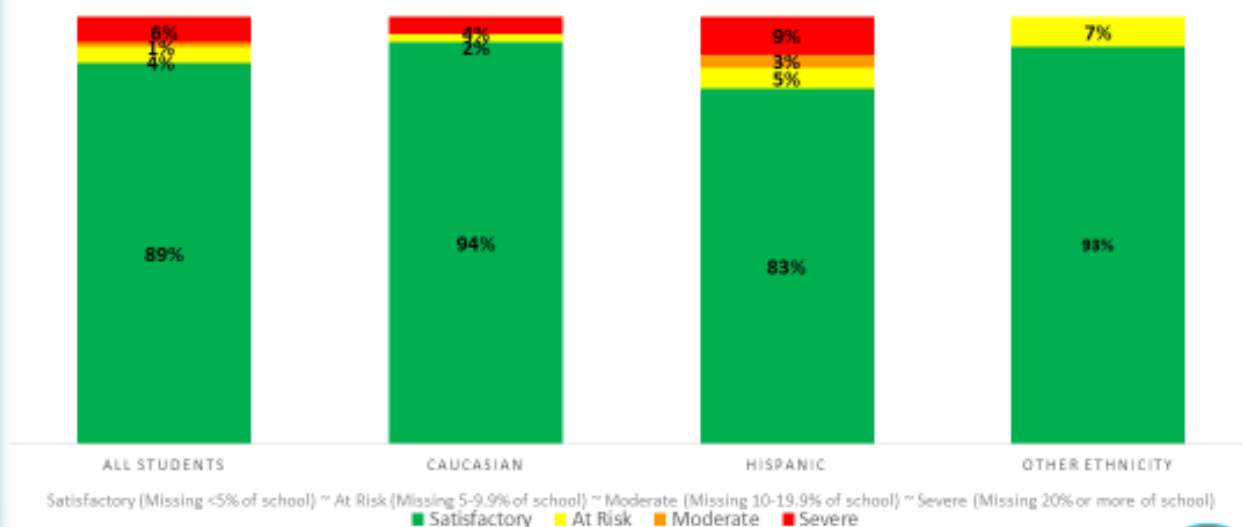


Bernalillo Public Schools - Tribal Education Status Report

Absences by School/Ethnicity 2020-21 SY Cochiti Middle

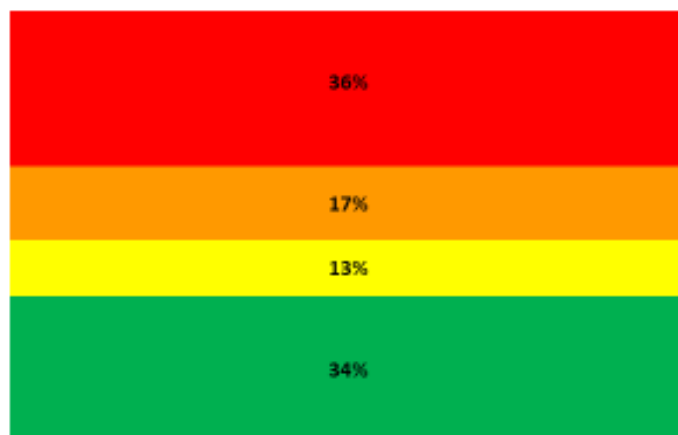


Absences by School/Ethnicity 2020-21 SY Placitas Elementary School



Bernalillo Public Schools - Tribal Education Status Report

Absences by School/Ethnicity 2020-21 SY Santo Domingo Elementary



NATIVE AMERICAN

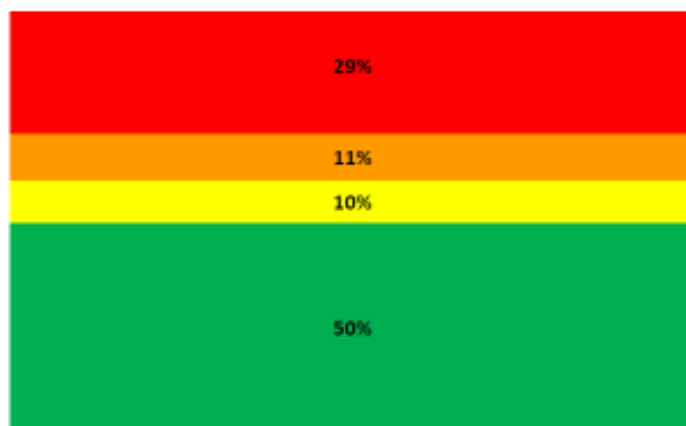
Satisfactory (Missing <5% of school) ~ At Risk (Missing 5-9.9% of school) ~ Moderate (Missing 10-19.9% of school) ~ Severe (Missing 20% or more of school)

■ Satisfactory ■ At Risk ■ Moderate ■ Severe

*No other ethnicities to report



Absences by School/Ethnicity 2020-21 SY Santo Domingo Middle



NATIVE AMERICAN

Satisfactory (Missing <5% of school) ~ At Risk (Missing 5-9.9% of school) ~ Moderate (Missing 10-19.9% of school) ~ Severe (Missing 20% or more of school)

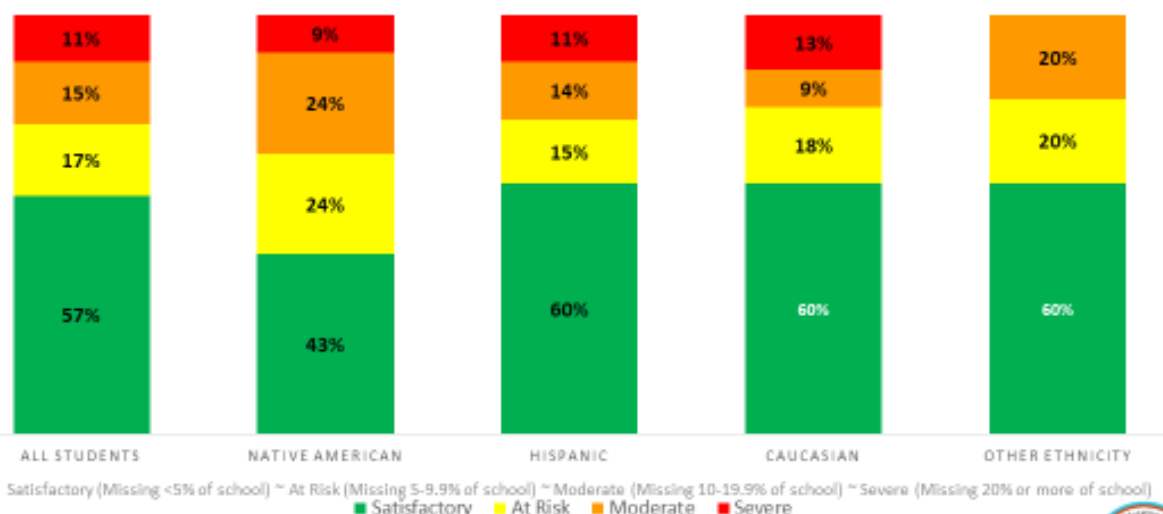
■ Satisfactory ■ At Risk ■ Moderate ■ Severe

*No other ethnicities to report

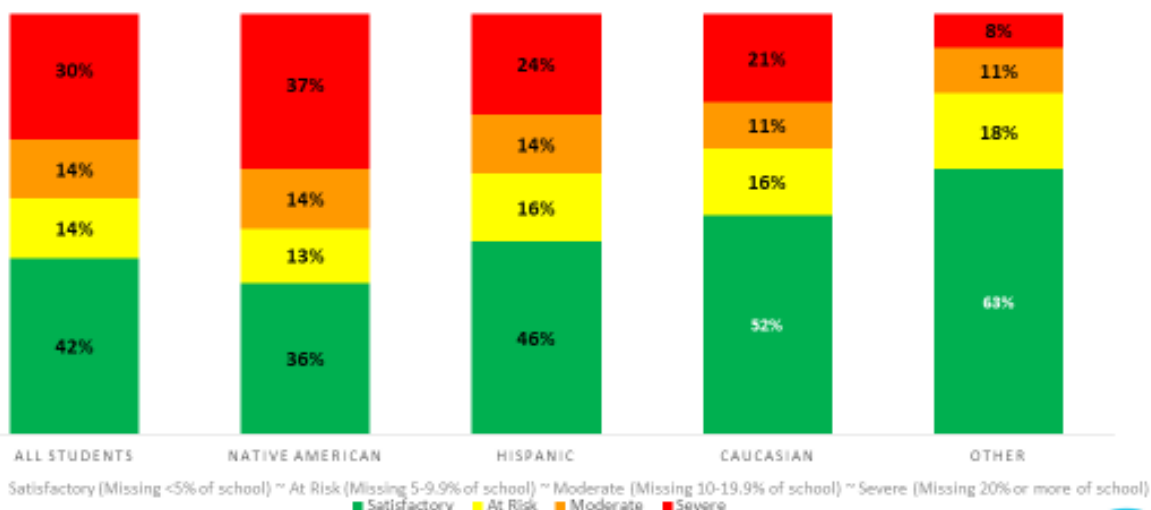


Bernalillo Public Schools - Tribal Education Status Report

Absences by School/Ethnicity 2020-21 SY W.D. Carroll Elementary



Absences by Ethnicity 2020-21 SY BPS District Wide



Bernalillo Public Schools - Tribal Education Status Report

5. Parent and Community Involvement

BPS Objective: The parent and community objective is to ensure that parents, tribal departments of education, community-based organizations, urban American Indian community members, the DOE, universities and tribal, state and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public and charter schools.
Background: “The importance of parent involvement in education has been documented as benefitting students, parents, teachers and schools – whether the program is at the preschool or elementary, middle or high school levels. Studies have shown that when parents participate in their children’s education, the result is an increase in student academic achievement and an improvement in the student’s overall attitude and school behavior. There is also approved attendance, fewer discipline problems and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievements and sustained achievement gains.”
Methods: <ol style="list-style-type: none">1. The Indian Education Department along with the district have had a few community meetings. This is one of the best ways to communicate with parents to provide them information on the district and to receive feedback from the community’s thoughts, needs and questions.2. Parent/Teacher Conferences that take place twice a year, once in the Fall and once in the Spring3. The Student Success Project has had Community Engagement meetings with presentations on the program, survey results of concerns and celebrations and a discussion of data and how planning for the future.
Results: The Indian Education Department had (3) three community meetings about the program and to discuss and present on HB250 and the changes and accountability for the Indian Education Act. We held (3) meetings with Tribal Leadership concerning Bernalillo Public Schools, the Indian Education Department and programs.
Conclusion: Consultation will continue with Tribal Leadership and Tribal Communities. It is very important that we meet with School site staff to update on changes to the Indian Education Act and what we are accountable for as a District and relay this message to Tribal Leaders. We will make changes to policies, the data we provide and how we will communicate during COVID-19. The district will continue to work at COVID plans and the guidance from NMPED and the CDC. One concern from parents and community, is how we are going to help students make-up learning loss due to the pandemic and learning virtually. The second concern was how are we going to ensure our students will be safe returning to school. The district along with the Indian Education Department and all district programs and staff will work together to implement the safety protocols, wearing mask, washing hands, using sanitizer and stay 6ft apart as much as possible. When changes are made to any guidance, the information will be provided to all parents, tribal education departments and tribal leadership.
Action Plan: <ol style="list-style-type: none">1) Be creative how we are going to meet with communities during this on-going pandemic: Zoom meetings, Google Meets, meetings by phone, in-person meetings, while providing accommodations to help with parent involvement.

Bernalillo Public Schools - Tribal Education Status Report

- 2) Think about sending out a survey in regard to the district, the Indian Education Department, and ask about needs, supports, how they are feeling (Social and Emotional)
- 3) Continue with Consultation with Tribal Leaders.

6) Educational Programs Targeting Tribal Students

<p>BPS Objective: BPS will support the unique cultural and educational needs of American Indian students.</p>
<p>Background: The purpose of the Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian and Native Alaskan students through the efforts of LEA's, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as well other students are expected to meet integrated educational services, in combination with other programs, are offered to best ensure that American Indian students and their families can meet and take advantage of those academic opportunities.</p>
<p>Methods: There are currently three sections of the Indigenous Studies class at Bernalillo High School. We currently have the following Keres classes: Cochiti, Santa Ana, Santo</p>
<p>Results: Our district provides Keres classes to students from the following Tribes: Cochiti, Santa Ana and Santo Domingo. Tribes want their children to learn and sustaining their language. We currently have the following Keres classes: Cochiti, Santa Ana, Santo Domingo. During this school year, Keres classes looked different this school year, there were no In-Person classes and classes were not available virtually. Santo Domingo provided paper packets to students and families. Santa Ana students were able to take classes within the Pueblo, san Felipe did not provide classes, but were available to help students in other ways, such as some tutoring, calling and checking on students/families. Cochiti was not able to provide classes' in-person. Tribal Language Departments did their best to work with students on the Bilingual Seal. There were () seals given out to the following: Santo Domingo (2) and Santa Ana (4). There are also programs such as tutoring and credit recovery that will help our students earn the credit hours they need for graduation and improve their math and reading skills.</p>
<p>Conclusion: The Student Success Program Grant in the amount of \$3.2 million. The program has a new Director and (7) Student Success Coordinators. There are (4) at Bernalillo High School and (1) one at each of the our three middle schools. The Program help in the area of College & Career Readiness. In order for our students to have a path of success in college, they need to be successful in high school. So the Coordinators are working with our Native American Liaisons, Tribal Liaisons, Counselors and teachers in regard to school grades, students who are off-track to graduate and working with parents to inform them of their child's credits. Due to the support of all stakeholders, we were able to graduate 71 of 83 students.</p>
<p>Action Plan: The Indian Education Department will continue to provide programs for Native American students throughout the school year and summer. The programs will provide</p>

Bernalillo Public Schools - Tribal Education Status Report

students with the skills to continue with school work, pass classes, earn their credits for graduation, and become college ready and be successful in their path to their future. San Felipe Pueblo will also start their KERES Program at Algodones Elementary School for K -4th grade at the beginning of the 2019-2020 School Year.

Tribal Leadership – School Site Visits – Students

There were no site visits, as we were virtual most of the school year. When we did return to in-person, tribal leaders chose to have students remain virtual until the end of the school year.

School Site Presentations by the Indian Education Department:

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

Bernalillo MS

Bernalillo ES

Cochiti ES/MS

Bernalillo HS

Santo Domingo ES/MS

The Four Focus Areas of the District Strategic Plan include:

Focus Area One: Student Learning

Focus Area Two: Cultural Connections/Communication

Focus Area Three: Innovative Leadership

Focus Area Four: Students/Staff Well Being

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

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

Bernalillo Public Schools - Tribal Education Status Report

- BPS will continue to host meetings and events within the surrounding communities.
- BPS will seek opportunities for students to showcase cultural traditions within the schools inclusive of community support for specific presentations

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

Tutoring:

Tutoring was difficult this year to provide to students due to the Pandemic. The district did offer the Learn to Be program for high school students, but only one student took advantage of the tutoring. We hire two tutors, but no families took advantage of the service.

Students were on the computer about (4) hours a day. Many of our students had connectivity and hot spot issues.

Credit Recovery:

Bernalillo High School provides credit recovery after-school and has two sessions in which students can attend. The credit recovery is on-line. Priority given to seniors and juniors. Students may work at home or within their community to continue working on Credit Recovery. Some of our students were not able to work on credit recovery as much as they would have liked, due to the pandemic, connectivity and needing internet (hot spots). There at times were 3-4 in the household who needed to be on virtually for their classes. This made it very difficult for students and families to complete course work.

Keres classes:

The district currently has Keres classes for the following Tribal Communities:

- Santa Ana (K-12th grade) – Carroll Elementary School, Bernalillo Elementary School, Bernalillo Middle School and Bernalillo High School – They were able to continue some classes in the Pueblo.
- Cochiti (K-12th grade) – Cochiti Elementary & Middle School and Bernalillo High School – no classes were held in-person, virtually or within the Pueblo.
- Santo Domingo (K-12th grade) – Santo Domingo Elementary & Middle School and Bernalillo High School (9th – 12th grade) – no in-person or virtual classes. The Kewa language program did provide students lessons and gave out packets to families.
- San Felipe (K-5th grade) – Algodones Elementary School (K-4) and Bernalillo Elementary School (3rd – 5th grade) – there were no in-person or virtual classes.

Bernalillo Public Schools - Tribal Education Status Report

Student Leadership Institute:

- Due to COVID, we were not able to implement this for the 2020-2021 school year.

Summer Senior Capstone Project:

- Due to COVID, we were not able to implement this for the 2020-2021 school year.

Bilingual Seal Meetings:

- Bilingual Seal information was provided to Tribal Leadership, Tribal Education Directors and Tribal Language programs. Information was also provided to Tribal Leadership during our Individual Tribal meetings

Indigenous Education Initiative:

The Indian Education Department was awarded a \$200,000 grant from NMPED Indian Education Division. The Department will work with Santo Domingo ES/MS to work on curriculum, redesign the school so the students see themselves within the school. Santo Domingo Tribal Council and Tribal Leadership will approve any changes or the school, which includes: curriculum, materials and resources, and any paintings for the walls.

Meetings held about the Grant:

- | | |
|---|----------------------|
| ➤ January (26) – February (3, 9, 23) – March (9, 17, 23) | TNTP Check-In |
| ➤ April (1, 13, 26) – May (4, 26) – June (15, 30) | TNTP Check-In |
| ➤ August (26), September (9), October (14,18) & December (9,16) | IEI Goal Team |
| ➤ September 8, 2020 | IEI LESC Meeting |
| ➤ January 13, march 8, April 28 | TNTP (PD with staff) |
| ➤ February (24) - | TNTP Convening |
| ➤ June 30, 2021 | End of Year Showcase |

Bilingual Seals Awarded to Students:

During School Year 2020-2021, (4) Bilingual Seals were awarded to students. Students were from Santa Ana Pueblo (4). Each pueblo develops their own criteria for proficiency and once students have gone through the process, the Pueblo Language Departments will let us know who met the Seal requirements. We hope that other Pueblos will want to have a program and develop criteria for their own Seal.

Equity Councils:

The Superintendent's Equity Council was implemented during the 2019-2020 School Year. The following are Equity Council members:

Keith Cowan, Superintendent

Alissa Chavez-Lowe, San Felipe Pueblo, Tribal Education Director
Dr. Baylor Del Rosario, Director Special Education
Dr. Elsy Diaz, Director Lang. & Equity - Equity Council Co-Chair
Geraldine Jojola, Cochiti Pueblo, Tribal Education Director
Iracema Pell, Teacher- English Learners

Bernalillo Public Schools - Tribal Education Status Report

Jeanette Garcia, Director Indian Education, Equity Council Co-Chair
Justice Vasquez, Teacher- Special Education

Marsha Leno, Zia Pueblo- Parent

Michelle Padilla, Director Curriculum & Instruction

Patricia Coriz, Santo Domingo Pueblo, Language Director

Patricia Suina, Parent- Native American Students

Rosangela Montoya, Teacher- English Learners

Shana Coriz, Santo Domingo Pueblo, Tribal Education Director

Shana Runck, Santa Ana Pueblo, Tribal Education Director

Shauna Branch, Principal

Purpose and Mission of BPS Equity Council

- To provide leadership in creating an equity plan based on a Martinez and Yazzie readiness assessment at the district level, specific to the needs of economically disadvantaged students, Native American students, English learners, and students with disabilities.
- To ensure Bernalillo Public Schools' engage students in the highest quality of learning, prepare students for responsible productive citizenship, and inspire students to be college and career ready regardless of ethnicity and socioeconomic status.
- To support Teaching Learning Collaborative (TLC) Teams where adults and students can effectively develop skills and knowledge necessary to improve the performance of all students while eliminating achievement disparities for all student populations.
- To make recommendations aimed at improving academic performance assessments for all students that include: 1.) Improved graduation performance, 2.) Improved PSAT/SAT performance,) Improved school attendance, and 4.) Improved overall college and career readiness.

Bernalillo Public Schools - Tribal Education Status Report

7) Financial Reports

BPS Objective: Through the use of public school funds, Title VII (Impact Aid) and Title VI (Indian Education), we will ensure that students attending Bernalillo Public Schools are provided opportunities for educational success, that we will meet their educational needs and improve services of the Indian Education program and the district.
Background: The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960's and early 1970's. As a tool for better decision making. Prior to the creation of the current formula, school funding methods had created some dis-equalization among districts because of differences in local wealth. The goal of the new formula, is to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. The formula is designed to distribute Operational funds to school districts objectively and in a non-categorical manner. Dollars received by the district are not earmarked for specific programs. Within the statutory and regulatory guidelines, school districts have the option to spend their dollars according to local priorities.
Methods: Please see budgets below in regard to funds generated by American Indian students to include: 25147 (Title VII - Impact Aid) and 25184 (Title VI- Indian Education)
Results: Financial reports and information are reported below to show the funds that are generated by American Indian students. The funds provide for professional development for teachers, General Supplies & Materials for classrooms, Software for Credit Recovery, Student Travel (Transportation) for field trips, University/College visits, conferences, etc.
Conclusion: Bernalillo Public Schools continues to monitor expenditures and align funds to the needs of our students, with consultation from Tribal Leadership, Tribal Education Departments and Tribal Communities. Consultation and collaboration throughout the school year to discuss programs, services, funding, strengths and weaknesses of the district, programs and departments. Due to COVID-19, we were not able to provide or implement a few programs that were designated to happen in April and Summer.
Action Plan: <ol style="list-style-type: none">1) Continue to review expenditures with our Stakeholders in order to provide opportunities and an education that will produce successful students in our district.2) During the 2020-2021 School year, as a district we will plan to meet with Tribal Leadership quarterly, beginning the consultation meetings in September.3) With COVID-19, meeting with Tribal Leadership will be through different platforms, such as Zoom or GoToMeeting. Meetings will be planned, but will also be dependent on Tribal Leadership having time to meet, our Pueblos have gone through so much at this time and their priority are their communities an keeping them safe.

Bernalillo Public Schools - Tribal Education Status Report

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Bernalillo Public Schools - Tribal Education Status Report

25147 - Impact Aid - Dashboard					
Begin Date		1-Jul-19	<div>BUDGET AT A GLANCE</div> <div>Total Expenditures/Encumbrances 64% Remaining Available Budget 36%</div>		
End Date		14-Jan-20			
<u>AT A GLANCE</u>					
Total Budget	\$	1,574,831.00			
Total Expenditures/Encumbrances	\$	1,000,491.05			
Remaining Available Budget	\$	574,339.95			
DETAIL					
PERSONNEL BY FUND 25147	BUDGET	ACTUALS	ENCUMBRANCE	VARIANCE	
Salaries	\$ 584,163.00	\$ 235,109.69	\$ 284,591.28	\$ 64,462.03	
Added Compensation	\$ 115,000.00	\$ 18,655.53	\$ 6,500.00	\$ 89,844.47	
Benefits	\$ 450,493.00	\$ 99,613.20	\$ 116,138.19	\$ 234,741.61	
TOTAL	\$ 1,149,656.00	\$ 353,378.42	\$ 407,229.47	\$ 389,048.11	
EXPENDITURES BY FUND 25147					
DESCRIPTION BY FUNCTION 1000	LINE ITEM	BUDGET	ACTUALS/ENCUMBRANCES	VARIANCE	
PROFESSIONAL DEVELOPMENT	53330	\$ -	\$ -	\$ -	
STUDENT TRAVEL	55817	\$ 45,000.00	\$ 57,003.49	\$ (12,003.49)	
OTHER CONTRACT SERVICES	55915	\$ 27,000.00	\$ 22,954.78	\$ 4,045.22	
OTHER TEXTBOOKS	56112	\$ 10,000.00	\$ -	\$ 10,000.00	
SOFTWARE	56113	\$ 24,300.00	\$ 18,737.28	\$ 5,562.72	
GENERAL SUPPLIES AND MATERIALS	56118	\$ 95,211.00	\$ 81,287.81	\$ 13,923.19	
SUPPLY ASSETS (\$5,000 OR LESS)	57332	\$ 25,000.00	\$ 21,930.20	\$ 3,069.80	
Sub Total		\$ 226,511.00	\$ 201,913.56	\$ 24,597.44	
DESCRIPTION BY FUNCTION 2100	LINE ITEM	BUDGET	ACTUALS/ENCUMBRANCES	VARIANCE	
OTHER CONTRACT SERVICES	55915	\$ 34,919.00	\$ -	\$ 34,919.00	
GENERAL SUPPLIES AND MATERIALS	56118	\$ 5,000.00	\$ -	\$ 5,000.00	
SUPPLY ASSETS (\$5,000 OR LESS)	57332	\$ 2,500.00	\$ 2,453.00	\$ 47.00	
Sub Total		\$ 42,419.00	\$ 2,453.00	\$ 39,966.00	
DESCRIPTION BY FUNCTION 2200	LINE ITEM	BUDGET	ACTUALS/ENCUMBRANCES	VARIANCE	
GENERAL SUPPLIES AND MATERIALS	56118	\$ 1,000.00	\$ -	\$ 1,000.00	
Sub Total		\$ 1,000.00	\$ -	\$ 1,000.00	
DESCRIPTION BY FUNCTION 2300	LINE ITEM	BUDGET	ACTUALS/ENCUMBRANCES	VARIANCE	
INDIRECT COSTS	53713	\$ 77,266.00	\$ -	\$ 77,266.00	
BOARD TRAVEL	55811	\$ 8,000.00	\$ 5,766.92	\$ 2,233.08	
Sub Total		\$ 85,266.00	\$ 5,766.92	\$ 79,499.08	
DESCRIPTION BY FUNCTION 2400	LINE ITEM	BUDGET	ACTUALS/ENCUMBRANCES	VARIANCE	
GENERAL SUPPLIES AND MATERIALS	56118	\$ 1,000.00	\$ -	\$ 1,000.00	
Sub Total		\$ 1,000.00	\$ -	\$ 1,000.00	
DESCRIPTION BY FUNCTION 2500	LINE ITEM	BUDGET	ACTUALS/ENCUMBRANCES	VARIANCE	
PROFESSIONAL DEVELOPMENT	53330	\$ 17,979.00	\$ 16,429.02	\$ 1,549.98	
OTHER CHARGES	53711	\$ 2,000.00	\$ 885.00	\$ 1,115.00	
RENTALS OF COMPUTERS AND RELATED EQUIPMENT	54630	\$ 4,500.00	\$ 5,451.43	\$ (951.43)	Intra-Bar Required
EMPLOYEE TRAVEL - NON-TEACHERS	55813	\$ 5,000.00	\$ 4,019.85	\$ 980.15	
OTHER CONTRACT SERVICES	55915	\$ 25,500.00	\$ -	\$ 25,500.00	
GENERAL SUPPLIES AND MATERIALS	56118	\$ 15,000.00	\$ 2,964.38	\$ 12,035.62	
Sub Total		\$ 69,979.00	\$ 29,749.68	\$ 40,229.32	
TOTAL		\$ 425,175.00	\$ 239,883.16	\$ 185,291.84	

Bernalillo Public Schools - Tribal Education Status Report

8) Current Status of Federal Indian Education Policies and Procedures.

BPS Objectives: The objective of Indian Policies and Procedures (IPP) is to ensure that New Mexico schools provide adequate tribal consultations with regard to the basic support payment requirements under the federal Impact Aid regulations
Background: Districts that claim federally recognized American Indian students residing on Indian Lands for the Title VII Impact Aid application shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries verifying that the New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VII Impact Aid funding requirements.
Methods: The Bernalillo Public Schools Indian Policies and Procedures consist of the following six (6) objectives: <ol style="list-style-type: none">1. The LEA will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations2. The Bernalillo Public Schools will provide an opportunity for the tribe(s) and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities.3. The Bernalillo Public School District will annually assess the extent in which Indian children participate on an equal basis with non-Indian children in the district's education program and activities.4. The Bernalillo Public School District will modify the IPP's in necessary, based upon the results of any assessment or input described in this document.5. The Bernalillo Public School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPP's by the LEA.6. The Bernalillo Public School District will provide a copy of the IPP's annually to the affected tribe or tribes. <p>The current copy of the Indian Policies and Procedures for Bernalillo Public Schools is attached at the end of the report.</p>
Results: <ul style="list-style-type: none">✓ Please see chart below in regard to compliance.✓ Impact Aid meetings are held every second Wednesday of the month at the Bernalillo Public Schools District Board Room.
Conclusion: Bernalillo Public Schools currently has Indian Policies & Procedures signed by the seven Governors whose tribal communities that surround our district. The district has throughout the year consulted with the (7) Tribal Communities. We have discussed the IPP's during Impact Aid meetings, at Communities meetings and individual Governor's meetings.

Bernalillo Public Schools - Tribal Education Status Report

As a district, we do ask that everyone review the policies and then make any recommendations for changes, additions or deletions. Recommendations are made we make the necessary changes. The School Board reviews the IPP's during the month of November. Once approved, the district will meet with Tribal Leadership, review the IPP and then have them sign. Once the IPP is signed, we will upload into the G5 system and submit with the Impact Aid application, which is usually due at the end of January. A copy of the packet is then emailed to the NM Public Education Department.

A copy of the current IPP – signatures from the following:

Cochiti Pueblo	San Felipe Pueblo
Jemez Pueblo	Santo Domingo Pueblo
Sandia Pueblo	Zia Pueblo

Action Plan:

- 1) Continued consultations with Tribal Governments.
- 2) Recommendations will be reviewed and discussions held with final changes to the IPP.
- 3) Review throughout the year at Impact Aid meetings with Tribal Education Directors, School Site Principals and staff.

Results Continued: Compliance with IPP's.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Compliant		X	X	X	X	X	X	X	X	X
Non-Compliant	X									

Bernalillo Public Schools - Tribal Education Status Report

9) School district Initiatives

BPS Objective: The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students.
Background: New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles that are keeping students from staying in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an “at-risk” factor in the state’s funding formula to assist in addressing the issue. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase student success in school. Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.
Methods: Dropout rates are calculated for 7 th -12 th grades. A student will be considered a dropout if they were enrolled anytime during the previous year, is not enrolled at the beginning of the current school year, and does not meet certain exclusionary conditions. So, this means that students dropping out during the regular school term in year one, who is not enrolled in school on October 1 of year two, are considered year one dropouts. The graduation rate is calculated in regard to mobility of students.
Results: The number of graduates has increased the last two years. We are seeing more students stay in school and want to graduate. The graduation rate has been over 85% or more for American Indian Students. We have the right people in each of the positions within the Indian Education Department. The support is very apparent from our Student Success Coordinators, our Native American Liaisons, and BPS staff. The Indian Education Department has provided Professional Development to each of our school sites on the importance of the Indian Education Act, Yazzie/Martinez, the Indian Policies and Procedures and why students may be missing school and how to support them.
Conclusion: There was a slight decrease in dropouts. When you look at reasons that student’s dropout, you see the following reasons reported: 1) student did not re-enroll, 2) had an invalid transfer, 3) student intends to take GED. This does not take into consideration the emotional, social, and health that can affect dropout rates. Poverty is prevalent in our communities. Students and family need adequate health care and nutrition. Students may not have access two either one of these. This would in turn cause the student to be absent more often. Many of our students stay home to take care of their siblings if there is no one to watch them. Other reasons: discipline, drugs and alcohol, transferring to another school, just stopped coming, age, Tribal role in the community, pregnant, and moved out of district. There are many underlying factors that need to be taken into consideration; sometimes it is not always black and white.
Action Plan: 1) Bernalillo Public Schools encourages our schools, school site administration, and staff to continue to support our American Indian students to stay in school and engage them in their class, using the curriculum and becoming an important part of the school environment.

Bernalillo Public Schools - Tribal Education Status Report

- 2) We will also continue to have meaningful consultation and collaborate with Tribal Leadership, Tribal Education Director's, Tribal Communities
- 3) Provide information, ask for recommendations and implement programs and other initiatives to help our students want to stay in school because they are supported, the staff is engaging them in school,

The following Recommendations were developed in collaboration with Tribal Leadership and Tribal Education Departments. We have provided an update on a few of the recommendations:

Recommendations Submitted To:

Bernalillo Public Schools
Board of Education
Superintendent Keith Cowan

Recommendations As Submitted On October 10 to Administration By:

Pueblo Governors
Tribal Education Directors
Impact Aid Education Committee

History and Process:

By mutual and formal consent of the Board of Education and the Pueblo Governors, authority was provided to the Superintendent and the Administration and to the Tribal Education Directors to enlist the support of the Leadership Institute to convene a retreat of principal stakeholders. The Leadership Institute is Co-Directed by former Bernalillo Board of Education member and former Governor of Cochiti Pueblo, Regis Pecos.

The Leadership Institute in collaboration with the Director of Indian Education, Jeanette Garcia and Impact Coordinator Curtis Chavez and the Tribal Education Directors planned and designed the Retreat entitled, "Fulfilling the Promise of Education." The Retreat was convened on May 22, 23 and 24th, 2016 at Buffalo Thunder. The Retreat was attended by members of the Board of Education, Superintendent and Executive Team, Pueblo Governors, Tribal Education Directors, teachers, parents and students.

Intent and Purpose:

The intent was to collectively review the history of education of Native American students. The scope examined the strengths and weaknesses of programs both within the school and tribal communities. Both the school and tribes presented their vision, their expectations and identified the ingredients leading to success and the barriers impeding upon the success of Native American students. A special panel of students was convened to share their vision, their reflections, their expectations, their challenges and shared personal reflections as to the cause of the high rates of under achievement and the lack of success. They provided their recommendations.

A subsequent special convening of students was facilitated by the Leadership Institute held in May of 2017. Their recommendations aligned with the areas identified at the retreat the previous year.

Bernalillo Public Schools - Tribal Education Status Report

Findings and Recommendations:

In the document entitled, “Fulfilling the Promise of Education,” the report delineates findings in the following areas defined in detail in subsequent reports as to the strengths and weaknesses, the absence of critical elements defining desired outcomes in these areas:

- Vision, Policy Articulation, Governance Framework, Budget/Resource Allocation
- Academic Success and Failures
- Factors Impeding upon Academic Performance
- Native Teacher and Administrative Capacity
- High Teacher Turnover
- Need for Staff Development
- Relevant Curriculum
- Comprehensive Native Language Program Development
- Curriculum and Materials Development
- Infrastructure and Facilities
- College Readiness
- Alternative Programs
- Support Services

PRIORITIES:

Identification of focus areas, identification of unmet needs and recommended areas of immediate focus:

- Articulating a vision aligned with the school district and the tribal communities
- Articulation of policies and principles to strengthen school board and district administration relationships with tribal governments and tribal education departments
- Strengthening the governance framework to maximize the utilization of all resources available at the district and tribal levels for shared support and shared accountability

Recommendation:

1. Allocate 10,000.00 (Contractor) to assist the Executive Team and Tribal Education Directors to facilitate process and articulate a vision statement, develop policy framework, and governance framework, develop protocols, MOUs, MOAs guiding responsive and shared responsibilities across the spectrum to support students, parents, school/tribal partnerships, school/tribal/higher education institutions among other priorities.
2. Allocation of 10,000.00 to contract for professional services to assist the Executive team and TEDs in the development of agreements with school district, tribal governments, and higher education institutions for program development, curriculum development, program development and agreements to guide behavioral health programs, social welfare issues, alternative programs among other priorities. University of New Mexico for one identified faculty member to assist in the development of Native American Studies curriculum, materials development, teaching and training of staff to implement program fall 2017.

Status: Project complete, implemented Fall 2017: The Native American Studies class at the high school was developed and has been implemented for the last 3 years. We continue to work with the contractor and the staff on the development of lessons for the class and make changes as needed. The Indian Education Department is working with the contractor on professional development for all staff and we are also working on Building a Culturally Responsive Curriculum Framework: Indigenous Communities and Pueblo Nations Served by Bernalillo Public Schools. We have a framework for Science and Math.

Bernalillo Public Schools - Tribal Education Status Report

Still working on: (4) MOU's are in place, one pueblo has chosen not to have an MOU and (2) are waiting on signatures. The review process is on-going with these two pueblos, with change in Superintendents, new Tribal Leadership and additions to wording by the pueblo.

Recommendations for Defined Priorities:

1. Community Based Education and Mentorship Program to compliment Native American Studies Curriculum
 - Implementation of Summer Policy Academy
 - Capstone Program – continues each summer

Status: This project continues every summer. Due to the Pandemic this year, we were not able to provide the Capstone Program for students. Many of our students had issues virtually on their devices and by the end of the school year, students and families were tired. We could not have the program in person and we decided that students would not want to get onto their Chromebooks for another week. The Capstone will continue next summer.
2. Comprehensive Language Program Development
 - Strengthen tribal input, accountability in use of bilingual funds generated
 - Develop and establish explicit language and provisions in the use of resources for Native American language programs
 - Develop and establish explicit language and provisions for staff training and development for Native language teachers, recruitment, certification, salary schedule adjustments
 - Develop and establish explicit language for resource allocation for curriculum and materials development
 - Develop and establish explicit language for tribal control in the development of evaluation instruments/models that are culturally relevant and appropriate as determined by each participating Pueblo.
 - Develop and establish explicit language for tribal control in the development of student assessment tools/models that are culturally appropriate as determined by each participating Pueblo.

Status: BPS now has a starting salary for KERES teachers who are employees of the district of \$25,000. We continue to work closely with Tribal Language Departments to ensure the needs of the teachers and the students are met. The district has the following Keres program: Cochiti, San Felipe, Santa Ana and Santo Domingo
3. BEHAVIORAL HEALTH CHALLENGES AND RESTORATIVE JUSTICE
 - Truancy
 - Drop outs
 - Discipline
 - Social welfare
 - Restorative justice strategies

Status: On-going development.
4. Alternative Program development initiatives
 - Development of community profiles for career and employment pathways
 - Preliminary framework design with San Felipe Pueblo, School of Public Administration, Center for Policy and Education Research, CNM and Work Force Development.
 - Preliminary discussions with School of Medicine in the development of a partnership for health professional pathways

Status: On-going process – Student Success Project is providing guidance and the strategies

Bernalillo Public Schools - Tribal Education Status Report

Status Continued: and working closely with students. The conversations with CNM and other universities at this time have not continued.

5. College Readiness

- Resource allocation to contract for professional services with College Horizons to develop tailored college readiness curriculum prototype for implementation at the tribal level aligned with school district programming to include; career exploration, identifying schools that match student aspirations, familiarity with academic preparation, college application process, financial literacy, evaluation of financial needs, and identification of scholarship and financial support.

Status: The Indian Education Department received a Federal Grant for \$3.2 million dollars for (4) years. Our (7) Student Success Coordinators, include the following: One at Bernalillo Middle School, one at Cochiti/Santo Domingo ES/MS and four at the high school, one for each grade level. Staff of the Student Success Program have worked with College Horizons, but due to the pandemic, professional development was not able to continue. College Horizons is working on developing and completing the College Career Readiness curriculum. There have been Community Engagement Retreats and staff are in continuous contact with students and families.

6. COMMUNITY ENGAGEMENT

- Based on documented accounts by the Bernalillo Public Schools and the Public Education Department regarding low academic performance and under achievement of students, it is recommended that resources be allocated to engage the Santo Domingo Pueblo community and the school in developing a comprehensive strategic blueprint to respond to a crisis situation.

Status: community meetings were held in school year 2018-2019. The final report was provided on September, 2018. This is an on-going process. Consultation every year with Santo Domingo Tribal Leadership and staff to discuss any concerns and changes that may need to be made.

- Based on documented accounts by the Bernalillo Public Schools and the Public Education Department regarding low academic performance and under achievement of students, it is recommended that resources be allocated to engage the San Felipe Pueblo community and the school in developing a comprehensive strategic blueprint to respond to a crisis situation.

Status: Community meetings took place in school year 2018-2019. The final report was provided in September of 2018. Consultation is held throughout the year with San Felipe Tribal Leadership and staff to discuss any concerns, answer questions and provide information and data on district programs and our students.

Bernalillo Public Schools - Tribal Education Status Report

10) Public school use of variable school calendars.

BPS Objective: “The variable school calendar objective is to ensure that New Mexico schools collaborate with Tribal governments to identify the important cultural events in their American Indian students’ lives. By using variable school calendars, schools directly address their AI students’ cultural and family responsibilities and enhance these students’ ability to more regularly attend their public school.”		
Background: The Town of Bernalillo has a rich culture and history that includes our Native American communities. Continued collaboration and engagement of our native communities within our educational system and with input from pueblos/tribes cultural awareness and will provide a positive effect on the educational success of our Native American students		
Methods: A calendar committee is developed to work on the following: 9, 10, 11 and 12-month calendars for district students and staff. The committee is comprised of teachers, parents, administration, Indian Education Program staff, Tribal Education staff, classified and certified staff. The committee will review the current calendar and make changes to the following year’s dates. They will then review by month, days that need to be added as a holiday, start and end date for students and staff, cultural holidays, parent/teacher conferences and professional development days. Meeting Dates, Jan. 17 th , Feb. 12 th and March 11 th		
Results: The district works with Tribal Governments to ensure that we are meeting the needs of our students by allowing them to participate in their own feast days. There are 182 days that students need to be in school, so we work with Tribal Governments, Tribal Education Directors and our staff to ensure they are in school the amount of time to meet state standards, but also knowing that they have Traditional Activities they need to attend. Students are excused for these activities and it is noted in PowerSchool. Students have a certain amount of days to complete and turn in any work/lessons they missed during the time they were out.		
Conclusion: The calendar allows our Native American students to participate in their traditional activities within their communities. This time allows all students to participate in traditional activities knowing when they return, there will be time to make-up any work missed. The Governor of their respective Pueblos excuses our American Indian students. A letter is sent to the Superintendent as to the dates in which students will be participating in activities. Some of the activities may not be officially on the calendar, but it is an understanding that students will be excused for the amount of days that the Governor states in the letter to the district.		
Variable Calendar Days pertaining to the Tribal Communities surrounding Bernalillo Public Schools:		
All Souls Day	Pueblo of Cochiti Feast Day	Pueblo of Jemez Feast Day
Pueblo of Sandia Feast Day	Pueblo of Zia Feast Day	Pueblo of Santa Ana Feast Day
Pueblo of Santo Domingo Feast Day		Pueblo of San Felipe Feast Day
Action Plan:		
1) The objective is for the Calendar committee to meet each year in February.		
2) All (4) calendars are reviewed and we have our Tribal Liaison who sits on each of the committees to ensure that we are meeting the needs of the tribal communities.		
3) This will also discussed during the Impact Aid and Title VI I meetings.		

Bernalillo Public Schools - Tribal Education Status Report

11) School district consultations with district Indian Education Committees, school-site parent advisory councils and tribal, municipal and Indian organizations

BPS Objective: “District Consultations ensure that Bernalillo Public Schools is collaborating and providing an understanding with Tribal communities in regard to educational programs and to develop ways to improve the educational process and opportunities for American Indian students.
Background: Bernalillo Public Schools within the Title VII-Impact Aid program and application, claim federally recognized American Indian students. As a district we develop Indian Policies and procedures in consultation with Tribal officials, parents and Tribal communities.
Methods: As outlined in our Indian Policies and Procedures, we will hold our Impact Aid meetings on the second Wednesday of the month, unless the meeting change due to other activities within the district. We hold two Tribal Leaders meetings; one in September and the other in March. At the beginning of the school year (August-September) and at the start of the new year (January-February), we will meet individually with Governor’s to discuss our program. Our program will also host Tribal Community meetings to inform the community about the district and our program and to hear any recommendations, issues or concerns they may have.
Results: Please see items below to the number of meetings that have been held and the dates of each meeting.
Conclusion: The district has worked hard the last three years in order to strengthen the partnership with our Tribal Communities. As a district, we have had to look at ourselves and see what concerns we have about our programs, see what is working and how we can move forward to ensure our students are provided the best education and that there is equity in all processes. Continue consultation/communication with staff, parents, students, Tribal Education Director’s and Tribal Officials.
Action Plan: The goal of the Indian Education Program is to continue to work closely with our Tribal Communities and district staff. Inform all stakeholders about any changes that will take place in the district, have honest and frank conversations, listen, share data and continue to strengthen the relationships between school, parents and tribal communities,

Our Tribal Education meetings are held Bi-weekly and they are virtual through Zoom and have been since the pandemic began. Meetings are usually held on the 1st and 3rd Friday’s of each month. Our meeting include BPS Administration, District Principals and Program Directors, Tribal Education Directors, Tribal Programs. Both the District and Tribal Communities provide updates, ask questions, provide updates and discuss what the needs are for our students.

We have had a difficult time in the past holding our Title VI Indian Education Committee meetings. This year, we were able to have two meetings. This program is dependent on the committee. The committee is an advisory role, but they sign off on the parent committee form in order to re-apply for Title VI funding. They also review grades, testing results, attendance and make recommendations for program services. Our members are as follows:

Bernalillo Public Schools - Tribal Education Status Report

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

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

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

Within our Indian Policies & Procedures it also states that as a district, we will meet with Tribal Leadership twice a year, once in the Fall and once in the Spring. The presentations at these meetings consist of School Site Updates, Bilingual, Indian Education Program, Attendance, Academic Achievement, Budget and other topics as needed. Governors, Tribal leadership, Tribal Education Director's, district Director's and Coordinator's, and other outside partners.

Tribal Education Meeting Dates:

Meetings were held throughout the 2020-2021 School Year and held every two weeks.

Title VII Meeting Dates:

November 2020

May 2021

Tribal Leaders Meetings:

We had Tribal Leaders meeting to discuss Re-Entry Plans. All meetings were held on Zoom Tribal Education Departments, Tribal Leaders and district staff.

July 27, 2020 – RE-Entry Meeting

July 28, 2020 – Santo Domingo Community Meeting

February 2, 2021 - Re-Entry discussion

February 4, 2021 – Continued discussion on possible re-entry

February 10, 2021 – Discussion on Safety Procedures

Tribal Consultation Meeting:

July 28, 2020 – Santo Domingo Tribal Meeting – Re-Entry Plan

August 7, 2020 – Pueblo Meal Service Meeting

August 28, 2020 – Zia Pueblo

September 21, 2020 – Jemez Governors Meeting

January 19, 2021 – Santo Domingo Pueblo

March 4, 2021 – San Felipe

Bernalillo Public Schools - Tribal Education Status Report

May 5, 2021 – Zia Pueblo

May 10, 2021 – San Felipe Pueblo

May 12, 2021 – Santo Domingo Pueblo

Power Teacher Pro Meetings/Trainings

October 19 – Santo Domingo & Santa Ana

October 21 – Jemez & Sandia

October 22 – Zia & San Felipe AWARE

Government-to-Government Meetings:

November 2021

As a district we work together to ensure that our students are receiving the best education. The Indian Education program currently has its own strategic plan **finalized in June, 2019.** As a department we will continue to look at our goals and objectives and refine goal of the program as needed as we evaluate the program. We have Student Success Coordinators and Native American Liaisons who work closely with students and parents, communities and meet with the families to ensure the student comes to school and to help with any concerns parents/guardians may have.

GOALS AND OBJECTIVES of the Indian Education Department:

After several planning sessions and much discussion, IED staff decided on and prioritized the following goals for the 2019-2021 School Year. The IED staff acknowledge that the timeframe to accomplish some of these goals may exceed the length of the 2019-2021 School Years.

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

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

OBJECTIVES:

1. Be consistent on what IED communicates to stakeholders
2. Follow-through on methods of communication that work
3. Provide a second phone call and email to follow-up
4. Contact both Governor’s Office and Education Dept.’s to ensure information such as

Bernalillo Public Schools - Tribal Education Status Report

flyers and meeting agendas were sent out to community

5. Use of billboards
6. Use meeting minutes and agendas to record meetings for future use
7. Utilize better techniques to engage tribal officials
8. Utilize the BPS website to post IED programs, projects, and announcements
9. Develop a policy to utilize Facebook, Instagram, Snapchat and Twitter

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

OBJECTIVES:

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

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

OBJECTIVES:

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

Bernalillo Public Schools - Tribal Education Status Report

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

OBJECTIVES:

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

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

OBJECTIVES:

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

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

OBJECTIVES:

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

Bernalillo Public Schools - Tribal Education Status Report

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

OBJECTIVES:

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

Bernalillo Public Schools - Tribal Education Status Report

12) Indigenous research and evaluation measures and results for effective curricula for tribal students.

The research and development of a Native American curriculum became a reality for the 2017-2018 School Year. We currently have (3) section Native American Studies at Bernalillo High School. The district had spent many hours working with Dr. Leola Tsinnajinnie, professor of Native American Studies at UNM, in developing the curriculum and lessons. Dr. Paquin continues to enhance the lessons and the curriculum.

Culturally Responsive Framework

Dr. Paquin has worked closely with the Indian Education Department to start the development of the Culturally Responsive Curriculum Framework: Indigenous Communities and Pueblo Nations Served by Bernalillo Public Schools. We currently have created an overall Framework for the district and for Science and Math.

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

Indigenous Wisdom Curriculum

January 30, 2021	IPCC - Indigenous Wisdom Curriculum
February 27, 2021	IPCC – Indigenous Wisdom Curriculum
March 27, 2021	IPCC – Indigenous Wisdom Curriculum
April 24, 2021	IPCC – Indigenous Wisdom Curriculum
May 22, 2021	IPCC – Indigenous Wisdom Curriculum

Bernalillo Public Schools - Tribal Education Status Report

Appendix:

A. Indian Policies & Procedures

Bernalillo Public Schools - Tribal Education Status Report

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

Intent

The Bernalillo Public Schools ("BPS" or "District") Board of Education intends that Indian children of school age shall have equal participation with non-Indian children to all educational programs, services, and activities offered by the District and the use Impact Aid funds to fulfill this intention. It is the purpose of the Indian Policies and Procedures (IPP) to establish a framework for a shared involvement and relationship with the Pueblos of Cochiti, Jemez, Santo Domingo, San Felipe, Santa Ana, Sandia, and Zia. This includes developing and assessing educational programs and activities offered by BPS; and to ensure that all school-age children enrolled in the District as well as families, guardians, and tribes have the opportunity for equal participation. It is the intent of BPS in adopting these IPPs to comply fully with all requirements of federal and state law, including Title VII of the Elementary and Secondary Education Act of 1965, the regulations promulgated to this Act, including 34 C.F.R. 22.94, the New Mexico Indian Education Act, NMSA 1978, 22-23A-1, et. seq. ("NMIEA"), and the, July, 2020 amendments to the NMIEA known as HB250.

This year has been very challenging for Education. Our teachers and students are learning to navigate different platforms, such as Google Classroom, during remote learning. During the Coronavirus pandemic, it is important to understand data may be inconclusive. Importantly, students, families and the communities will be provided as best as possible, with resources and flexibilities that will empower students to continue pursuing their educational goals. This shall include on-going development of guidance and policies related to ESEA, Higher Education, Special Education, and other lifelong learning through any given crisis.

This IPP provides guidance in establishing a mutually beneficial relationship between the District and the Tribes and upholds the best practices of collaborative accountability and responsibility for the identification of priority programs and services for the support of the academic, social, emotional, cultural and educational needs of Indian children.

Purpose

1. To establish a system of accountability for educational quality by formalizing the relationship between the individual Pueblos and defining the specific responsibilities of the District to the Pueblos.
2. To establish shared responsibility, accountability and partnership with each Pueblo whose children are enrolled in the District and to ensure the active and equitable participation of parents and tribal officials in the development of the specific needs, goals, priorities for education programs, support services and funding.
3. To meet the intent of the Impact Aid federal law, as well as other federal and state requirements, by establishing open and transparent procedures of communication, policy

Bernalillo Public Schools - Tribal Education Status Report

development, shared information, including achievement data, and modification to existing educational programs and services based on consultation and input from the Pueblos.

4. The District will ensure that teachers and administrators will not exclude or deny participation of any student in educational programs based on race, religion, gender, disability or national origin.
5. The District, in partnership with the Tribal Education Directors (TEDs), will ensure all school principals are given an orientation on the Indian Policies and Procedures (IPP) and the 25% Impact Aid/Indian Add-On funds that will be directed to the schools.

Commitment

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

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

Bernalillo Public Schools - Tribal Education Status Report

Add-On funds for equal participation for Native American students. The Indian Education Committee will also serve as the Title VI Committee, and

9. Incorporate an Organizational/Accountability Grid (Appendix: 2) and timelines that identify financial and academic roles and responsibilities for Impact Aid/Indian Add-On funds....Include when the Needs Assessment info will be presented to Tribal Leadership during the Tribal Leaders meetings (Spring & Fall)
10. Develop a Needs Assessment and Systemic Framework to improve the achievement gap between Indian students and others, in consultation with Indian tribes, parents and students, pursuant to the recent amendments to the NMIEA described in HB250. Reports will be disseminated during the Tribal Leaders meetings that are held in the Fall and the Spring.
11. Share and identify educational programs for Native American students that improve the achievement gap between Indian students and others.

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

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

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

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

Definitions

Definitions are taken verbatim from Impact Aid regulations 34 CFR Ch.11.Subpart G –Special Provisions for Local Agencies That Claim Children Residing on Indian Lands, Section 222.90.

1. *Indian children* means children residing on Indian lands who are recognized by an Indian tribe as being affiliated with that tribe.
2. *Indian tribe* means any Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established under the Alaska Native Claims Settlement Act (85 Stat. 688), which is recognized

Bernalillo Public Schools - Tribal Education Status Report

as eligible for the programs and services provided by the United States to Indians because of their status as Indians.

3. *Parent* means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. 34 CFR Section 99.3. (additional 34 CFR ss99.4 re: legal binding cases).

Indian Policies and Procedures

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

POLICY (1): The LEA will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. [34 CFR 222.94(b)(1)]

The Bernalillo Public School District will disseminate information and seek timely input regarding the following programs on its educational program (including, but not limited to): Title I, Title II, Title III, Title VI, Title VII, IDEA-B and Bilingual programs. The completed applications, evaluations, and program planning will be made available to parents of Indian children, Tribal officials, and the Indian Education Committee. A summary will be prepared and disseminated (flyers, school site robo calls, Tribal emails and letters) one month in advance of public hearings to afford all interested parties the opportunity to review the documents with sufficient time to provide thoughtful input at the public meetings. These hearings will be publicly advertised on the district website, sky alerts, flyers provided to tribe(s), and posted at school sites to allow all interested parties to attend. In addition, representatives from the District and Indian Education Committee will schedule meetings with respective tribal communities to seek input regarding the:

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

Bernalillo Public Schools - Tribal Education Status Report

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

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

POLICY (2): The Bernalillo Public School District will provide an opportunity for the tribe(s) and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities. [34 CFR 222.94 (ab)(2)]

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

- The district will communicate with Tribal Leadership, Tribal Education Departments, Board of Education, Community and Parents through preferred methods (phone calls, email, and robo calls).
- provide parents of Indian children and Tribal officials a questionnaire requesting their input and recommendations in the fall.

Bernalillo Public Schools - Tribal Education Status Report

- collaborate with tribe(s) to host annual community input meetings where such commentary may be reviewed by Indian parents, Tribal officials, and the Board.
- collaborate with Indian Education Parent Committee to hold meetings for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. Committee will attend the Tribal Education meetings that are held twice a month.
- Ensure meeting agendas are posted and all meetings are open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration.
- BPS will host a formal Tribal Leaders Meeting in the Fall and Spring for Pueblo governors, tribal leaders, parents, and community members to inform them of BPS requirements for Indian children and other students. This will include attendance, disciplinary policies, academic requirements, adequate yearly progress analysis, academic achievement, and testing, as well as educational programs and services, such as student support services, educational plan for student success, transition programs, apparent involvement, health and wellness programs, and progress of educational programs in the school district. In addition, BPS will review the previous school year's academic results, input results from tribal leadership, parents, and tribal officials, and resulting modifications.
- Community meetings, scheduled will be held in each of the respective Pueblos with school representatives to provide an opportunity for input by Pueblo Governors, parents, and students on the educational programs of the school district as part of the school improvement process. The agenda will be developed in coordination between the Tribes and the school district.
- Input gathered during the tribal leaders and community meetings will be documented through minutes. A plan or action will be developed to address any workable modification/solutions, implement them, and report out at next tribal leaders meeting and community meeting.
- Indian Education Survey (Student/Parent) will be completed during the school year.

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

Bernalillo Public Schools - Tribal Education Status Report

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

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

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

The District will provide to Governors of each Pueblo, the Directors of Education, Board of Education, parent representatives, parents and community members the following comparative statistical reports (see below for specific deadlines to deliver each report (1 through 9):

1. Academic performance - including final grades (literacy, numeracy), attendance, on track/off track, – Every nine (9) weeks or as requested by tribe
2. Graduation rates, dropout rates, standardized test results (long term, short term, Istation, SAT) disaggregated by tribe/ethnicity/special needs students, enrollment and plans for improvement – End of School Year/Tribal Leaders Meeting
3. Disciplinary actions: truancy rates, expulsions and suspensions (disaggregate by topic and by Pueblo: bullying, substance/alcohol abuse, etc.) – Every nine (9) weeks
4. Academic services: participation rates and types of services such as tutoring, academic counseling and after school programs – Every nine (9) weeks
5. Special education services and data on how many Native American students are in special education and on IEP's and the numbers of students who exit the program by the end of the academic year. Ensure schools are documenting participation in these programs so they are able to report out how many of our students are involved - End of each semester and Tribal Leaders Meeting
6. Detailed financial reports (Title VII separate budget entitled Impact Aid/Indian Add-On, expenditures, and cash carry-over) – Monthly Impact Aid meeting and training during summer on how to read the financials

Bernalillo Public Schools - Tribal Education Status Report

7. Counseling: BHS Counselors will provide individual credit analysis at the beginning of Every Trimester with the help from Student Success Coordinators and Native American Liaisons.
8. List of extracurricular activities, including, but not limited to, sports, student government, clubs, etc. – End of each semester and Tribal Leaders Meeting
9. Copies of annual report (Tribal Education Status Report) will be provided to tribal education departments and tribal leadership – Annually, as soon as the District transmits the TESR to NMPED and gets approval on report

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

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

The District, Tribal Education Director's, Indian Education Committee and tribal leadership will begin discussions in April. The IPP will be reviewed and agreed upon by each entity with final changes made in September and approval by the School Board in October. The Indian Education Department will then obtain signatures from Tribal Leadership on the IPPs in November. The IPP will become effective within 30 days of approved changes. The IPP will be placed on the website and Tribal Leadership and Tribal Education Directors will be provided with the approved copy of the IPP's.

1. The District, in mutual agreement with each tribe, may develop a Memorandum of Understanding (MOU) or a Memorandum of Agreement (MOA) for each tribe(s) that has children in Bernalillo Public Schools and has children included in the Impact Aid application or other federal and state applications. The district recognizes Tribal Sovereignty and that each tribe is unique in culture and educational needs. The MOU or MOA will reflect the unique and special circumstances represented by each tribe.
2. The School Board and each tribal government will formally approve the MOU/MOAs.
3. BPS will obtain signatures of approval by the tribal Governor or tribal designee verifying tribal agreement to the IPPs pursuant to NMSA 1978, ' 22023A-5(B)(7). This will include a written Tribal Education Status Report and financial evaluation at the end of each school year in order to demonstrate and verify compliance with Impact Aid federal regulations and the New Mexico Indian Education Act.
4. The district shall obtain a signature of approval by the tribal governments or tribal government designees residing within school district boundaries, verifying that the tribes agree to the Indian Policies and Procedures pursuant to federal requirements. [Article 23A, New Mexico Indian Education Act, sections 22-23A-5(B)(7)]

Bernalillo Public Schools - Tribal Education Status Report

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

POLICY (5): The Bernalillo Public School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34 CFR 222 .94(b)(5)]

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

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

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

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

Bernalillo Public Schools - Tribal Education Status Report

INDIAN POLICIES AND PROCEDURES (IPP)

Bernalillo Public School District #61

APPROVED BY:

Olivia Calabaza

President
Bernalillo Public Schools Board of Education

12/17/20

Date

Keith Cowan

Superintendent, Keith Cowan
Bernalillo Public Schools

12/17/20

Date

Governor Charles Naranjo, Pueblo of Cochiti

Date

Governor David M. Toledo, Pueblo of Jemez

Date

Governor Anthony Ortiz, Pueblo of San Felipe

Date

Governor Stuart Paisano, Pueblo of Sandia

Date

Governor Lawrence Montoya, Pueblo of Santa Ana

Date

Gov. Sidelio Tovar 2021

Governor Thomas Moquino, Jr., Pueblo of Santo Domingo

1-27-21

Date

Governor Fred Medina, Pueblo of Zia

Date

Bernalillo Public Schools - Tribal Education Status Report

INDIAN POLICIES AND PROCEDURES (IPP)

Bernalillo Public School District #61

APPROVED BY:

Olivia Calabaza

President
Bernalillo Public Schools Board of Education

12/17/20

Date

Keith Cowan

Superintendent, Keith Cowan
Bernalillo Public Schools

12/17/20

Date

Governor Charles Naranjo, Pueblo of Cochiti

Date

Michael Toledo Jr.

Governor David M. Toledo, Pueblo of Jemez

Date

Governor Anthony Ortiz, Pueblo of San Felipe

Date

Governor Stuart Paisano, Pueblo of Sandia

Date

Governor Lawrence Montoya, Pueblo of Santa Ana

Date

Governor Thomas Moquino, Jr., Pueblo of Santo Domingo

Date

Governor Fred Medina, Pueblo of Zia

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Governor David M. Toledo, Pueblo of Jemez

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Anthony Ortiz

Governor Anthony Ortiz, Pueblo of San Felipe

1/28/2021

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Governor Stuart Paisano, Pueblo of Sandia

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Frederick Medina Governor

Governor Fred Medina, Pueblo of Zia

12-22-2020

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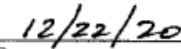
Date

Superintendent, Keith Cowan
Bernalillo Public Schools

Date



Governor Charles Naranjo, Pueblo of Cochiti



Date 12/22/20

Governor David M. Toledo, Pueblo of Jemez

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TITLE VII PROGRAM INDIAN EDUCATION SURVEY

PARENT/GUARDIAN

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

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

Name	School	Grade Level

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

_____	Attendance	_____	Other
_____	Grades	_____	Native Language
_____	Academics		
_____	Parental Involvement		
_____	Information on Careers/Jobs		
_____	Information on Post-Secondary Education (College)		
_____	Indian Cultural Programs		
_____	Academic Tutoring		

2. How can you contribute to your child(s) education? (Place an "x" in each box)

☐ Attend workshops
☐ Attend Title VIII Meetings
☐ Visit/Volunteer in Classroom
☐ Attend Parent-Teacher Conferences
☐ Serve on Indian Education Council
☐ Attend School Board Meetings
☐ Other _____

3. Would you be interested in becoming a member of the Indian Education Council? _____

4. What services and/or programs would you like to have provided to Native students?

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

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