

Ruidoso Municipal School District



Tribal Education Status Report

For School Year 2019-2020

Issued July 2020

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Superintendent

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STATUTORY REQUIREMENTS

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

22-23A-7. Report.

A. The Indian Education Division in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.

B. A school district with tribal lands located within its boundaries shall provide a district wide tribal education status report to all New Mexico tribes represented within the school district boundaries.

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

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

STUDENT ACHIEVEMENT

Objective:

To ensure student achievement in New Mexico public schools is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender and economic status, and disabilities.

Background:

The New Mexico assessments include the evaluation of student progress in the following areas: Reading K–2; English language arts 3–11; math 3–11, which includes Algebra I (may be given in grade 8), Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III; Science, Spanish Reading, Reading for students with disabilities, Math for students with disabilities, and Science for students with disabilities.

Methods:

During school year (SY) 2019–2020, students in grades K-5 completed the beginning and middle of year iStation assessments in Reading. It was the intention for student learning in grades 6–11 to be assessed using the New Mexico assessments, including (SBA) Spanish reading; NM-ASR Science; New Mexico Alternative achievement assessment (Dynamic Learning Maps); NM-MSSA English Language Arts (ELA) and Math, and End of Course Exams (EOCs). However, due to the COVID-19 outbreak and subsequent closing of all schools resulting in students learning via a remote/virtual learning environment, standardized testing was not possible. Therefore, the assessment data being used for the 2020-2021 SY will be from the previous school year as well as formative assessments being provided at the district level. These proficiencies include iStation, TAMELA, PARCC ELA and Math, Spanish reading, and SBA science.

In SY 2019–2020, proficiencies, rather than scaled scores, were used to categorize student progress, with testing data reported as the number of students who met the cut-off point for proficiency. All assessment scores have been standardized to reflect proficiencies, and proficient and above proficient were combined. Masking rules were applied to all data to prevent identification of students in small groups (fewer than 10). This is known as suppression and is used to comply with the Family Educational Rights and Privacy Act (FERPA).

Achievement Data

Achievement data for this school district is based on three years of reading, math and science scores, which represent percent proficient in each area. In 2017-2018 the PARCC test was used for assessing academic achievement, and 2019 the TAMALA test was used.

Results:

The data in this section show the schoolwide percentage of students who are at or above proficiency by ethnicity, as measured by the New Mexico assessments, in a three-year time span.

Reading Achievement Data

2017			2018			2019		
Group	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct Diff
All Students	1,804	36	1,825	40	4	1,855	39	-1
American Indian Students	302	23	293	26	3	322	28	2

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

Math Achievement Data

2017			2018			2019		
Group	Math	Pct Math	Math	Pct Math	Pct Diff	Math	Pct Math	Pct Diff
All Students	1,328	16	1,316	20	4	1,325	21	1
American Indian Students	238	8	217	13	5	235	13	0

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

Science Achievement Data

2017			2018			2019		
Group	Science	Pct Science	Science	Pct Science	Pct Diff	Science	Pct Science	Pct Diff
All Students	444	41	532	43	2	491	30	-13
American Indian Students	84	24	92	31	7	77	23	-8

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

Conclusion:

American Indian student performance has increased over the past three years in Reading and has increased 5 points in Math from 2017-2019. Performance in Science achievement decreased 8 points from 2018-2019.

Action Plan:

American Indian students will continue to receive grade level, Tier 1, Core instruction in Reading/Language Arts, Math, and Science. Intervention programs will identify skill deficit areas and data will be used to reteach instruction and/or enrich learning for all content areas.

SCHOOL SAFETY

Objective:

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

Background:

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

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

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

Methods:

School safety is our first priority in the schools. The following are among our safety practices:

1. School Climate Environment

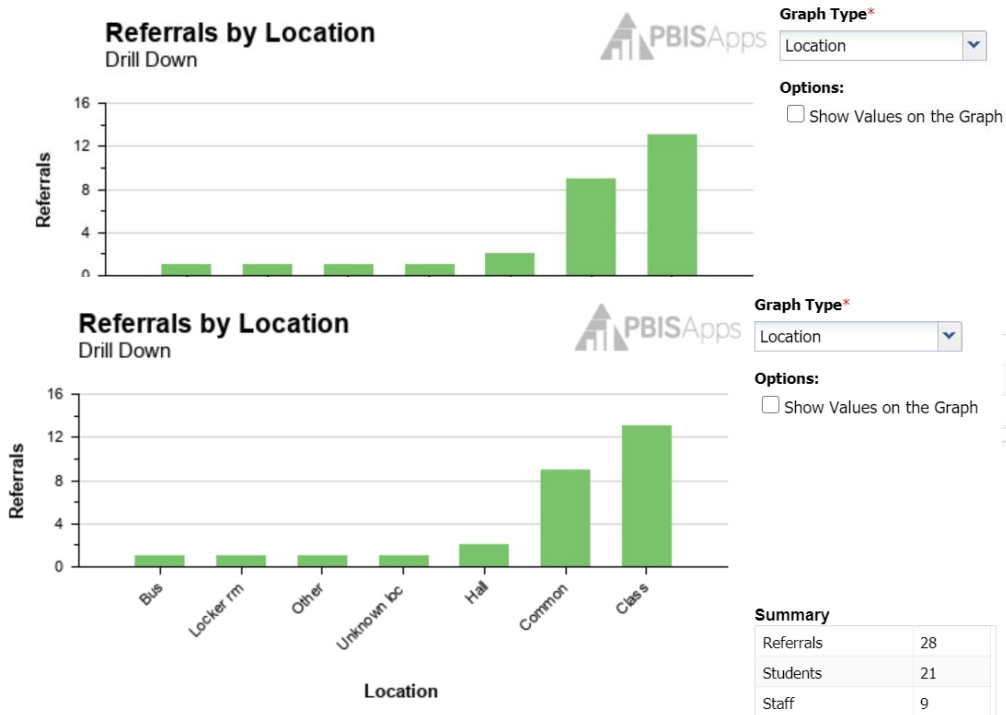
- In depth safety plan developed and revisited each school year. Emergency drills practiced throughout the school year –fire drills, severe weather drills, invader drills are examples.
- Limited access campuses. Doors remain closed and locked. Entry through a primary entry point where visitor is identified before entry is granted.
- Routine inspections of the site.
- Monitor fire extinguishers for serviceability.
- Identification cards and visitor's pass for all adults on campus.
- Staff have undergone a background check.
- Trained staff perform supervision during dismissal and arrival to school.
- COVID-10 safety protocols, procedures, and systems have been developed and implemented at each school site and district-wide

2. Student Infractions

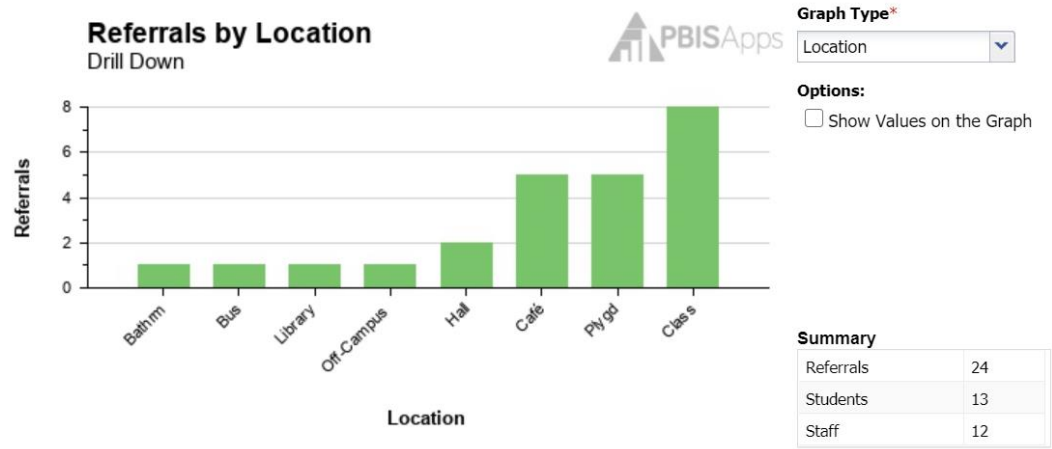
Results:

RHS:

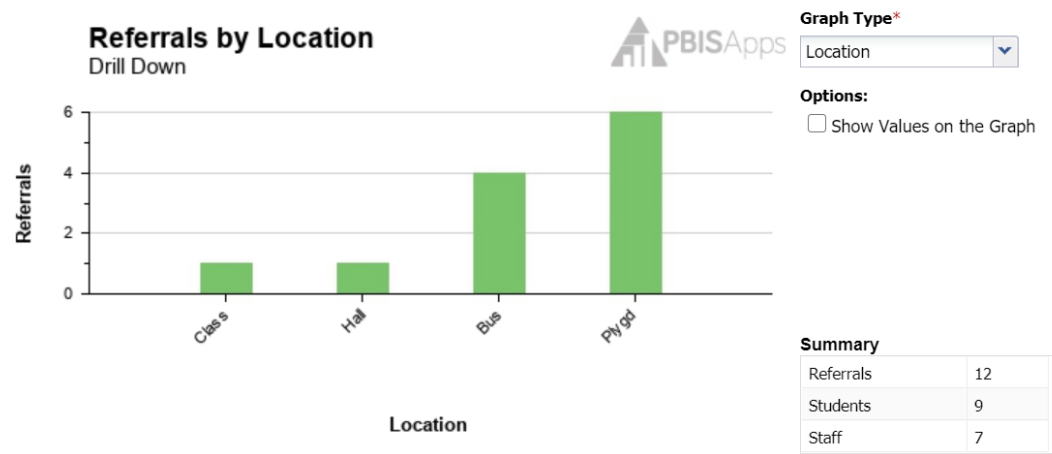
RMS:



WME:



SVP:



Conclusion:

Infraction data will continue to be gathered and analyzed at the school and district level. PBIS is implemented at each school to ensure consistency of expectations among all students.

Action Plan:

Schools have developed safety plans that address the special needs of their campus. The plan includes many of the items listed above, but also may contain items not listed here. The Ruidoso Municipal School District will continue partnerships with community and tribes to encourage the ongoing planning and coordination of services to keep schools safe.

GRADUATION RATES

Objective:

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

Background:

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

Methods:

RUIDOSO MUNICIPAL SCHOOL DISTRICT - GRADUATION RATE										
Note: Numbers are in percent.										
Year	School	Grades	Subject	ALL Students	White	Hispanic	Native American	Econ. Disadv	Students w/Disabilities	English Learners
18-19	Ruidoso High School	9--12	Graduation Rate	85	88	82	86	84	74	86
17-18	Ruidoso High School	9--12	Graduation Rate	86	84	91	76	85	76	98
16-17	Ruidoso High School	9--12	Graduation Rate	82	84	81	80	78	66	82

Results:

The graduation rate for all students increased from SY 2016-17 to SY 2017-2018 by 4 percentage points and dropped by 1 percentage point in SY 2018-2019. The graduation rate for all three years, however, is above the state average. The graduation rate for Native American students has increased by 8 percentage points from SY 2016-2017 to SY 2018-2019.

Conclusion:

The graduation rate for Native American students has been fairly consistent with the average graduation rate of all students.

Action Plan:

All students, including American Indian, will continue to be provided with supports that encourage, promote, and result in graduation from High School.

ATTENDANCE

Objective:

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

Background:

The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student, with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet the needs of at-risk 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 a lower graduation rate.

Methods and Results:

RUIDOSO MUNICIPAL SCHOOL DISTRICT - ATTENDANCE RATE										
Note: Numbers are in percent.										
Year	School	Grades	Subject	ALL Students	White	Hispanic	Native American	Econ. Disadv	Students w/Disabilities	English Learners
19-20	Sierra Vista Primary	K-2	Attendance	92	92	92	92	91	91	93
18-19	Sierra Vista Primary	K-2	Attendance	93	93	93	92	92	92	92
17-18	Sierra Vista Primary	K-2	Attendance	94	94	94	94	94	92	95
19-20	White Mountain Elem	3--5	Attendance	95	95	95	95	94	94	96
18-19	White Mountain Elem	3--5	Attendance	94	94	94	94	93	93	94
17-18	White Mountain Elem	3--5	Attendance	93	93	93	93	93	93	93
19-20	Ruidoso Middle School	6--8	Attendance	92	92	92	93	90	89	95
18-19	Ruidoso Middle School	6--8	Attendance	92	93	92	91	90	91	92
17-18	Ruidoso Middle School	6--8	Attendance	93	93	93	92	93	89	94
19-20	Ruidoso High School	9--11	Attendance	89	89	90	89	88	84	87
18-19	Ruidoso High School	9--11	Attendance	91	91	90	91	88	89	91
17-18	Ruidoso High School	9--11	Attendance	91	91	91	92	91	88	90

Conclusion:

The attendance rate for Native American students is consistent with the average of all students.

Action Plan:

Schools have developed and uploaded Attendance Success Plans for each building per PED. These plans include: staffed attendance clerk directly supports tribal students; contact with parents made to offer available support; nurse present on campus to reduce unnecessary early dismissal; Native American liaison calls and conducts home visits with families regarding tardy/absences (sends 5-10 day attendance letters) and makes referrals to Tribal Court for truancy, if necessary; weekly attendance drawing to encourage perfect attendance; local field trip for students with perfect attendance or High Honor Roll status.

PARENT AND COMMUNITY INVOLVEMENT

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 improved 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 achievement, and sustained achievement gains.

Methods:

- Indian Club Trip - Gathering of the Nations, Albuquerque, New Mexico
- ENLACE - Native American students present cultural research project to parents and Tribal Council members at the Inn of the Mountain Gods Pow Wow - Indian Club presents the Pow Wow for the entire school to learn about Native Culture
- Brave/Princess Pageant - students represent the school and tribe as RMS Brave/Princess
- Native American (NA) Liaison with Parent Action Committee (PAC), members of the SAC committee (school leadership team)

Results:

Parent and community involvement continue to increase, especially when student showcasing of learning is the focus.

Conclusion:

The importance of parent involvement in education is evident through the communications and partnerships with families of all backgrounds. This involvement has translated into improved attendance and drop-out rates as well as lower incidents of student infractions.

Action Plan:

Given the current pandemic, it will continue to be a priority for the district to ensure there continues to be opportunities for parents and the community to become involved and engaged with the students and schools. Schools embrace Parent Advisory Councils (PACs). Most hold monthly meetings that engage the public decision making, festivals, or other activities for the students. The Ruidoso Municipal School District meets with Tribal leaders regarding offering of Apache Language to the primary school students.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective:

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

Background:

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

Methods:

- Staffed attendance clerk directly supports tribal students
- Tribal member visits campus to teach Native American language
- Connections to the Tribal offices to collaborate on issues
- STEM/Robotics program, tutoring
- MESA
- One Book One Community
- Knowledge Bowl, One Book One Community

Results:

The STEM/Robotics and Mesa programs provide students with hands-on learning experiences which help prepare them for college/career readiness. Tribal member visits to campus to teach Native American language as well as the connections to the Tribal offices to collaborate on issues ensures that Native American students' educational needs are being met and instruction is impacting student achievement and success.

Conclusion:

All students will receive appropriate, grade-level, Core instruction through RMSD-adopted educational programming. Diagnostic and assessment tools are utilized at all schools which indicates student learning strengths and needs. Re-teaching of instruction and, in some instances, remedial instruction will continue to take place to address and fill in student learning gaps.

Action Plan:

The schools provide school calendars that address the needs of our school community; draft copies of school calendars are often provided a year ahead of the current calendar. In addition, lists of students and sponsors are provided to school officials in order to prepare materials for students when they are absent for ceremonies or feast days. Cultural absences are designated in PowerSchool (excused absence).

Objective:

The financial objective is, through the use of public school funds, to ensure that Ruidoso Municipal Schools provide adequate operational resources to provide and improve services to tribal students.

Background:

The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available. Prior to the creation of the current formula, school funding methods had created a high degree of disequalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering. The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the more wealthy districts. As a result of the committee's work, the 1974 New Mexico Legislature enacted the Public School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country. The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner, while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities.

Methods:

The District provides services for one-on-one individual and specialized tutoring and addresses potential needs of Native American students in the core subjects of Reading, English and Math. The District provides transportation for after school activities including all sports programs, and after School Tutoring at the Ruidoso High School and Middle School. Elementary students regularly receive awards for outstanding attendance and achievement to encourage engagement in academic programming. Apache Language classes are available for interested students at Sierra Vista Primary and White Mountain Elementary. Native American Activity Clubs are active at each school site to share and promote cultural activities, and field trips are taken to the Mescalero Apache Reservation to enhance cultural awareness with the Tribal Elders. Native American Liaisons work closely with Native American community representatives to protect and enhance security for our Native American students by providing information at every meeting both in the School District and at the Tribal Offices. Each year the Native American Liaisons coordinate trips to the Gathering of Nations in Albuquerque, New Mexico, and to the White Sands National Monument for activities related to the Native American culture including uses for the "Sage" or the "Ghost Weed" – Tribal Elders often accompany the students to teach about this valuable tradition.

Native American students are involved in various fund raising activities with their school clubs. Selections are made by local judges for a Native American Princess Representative to be recognized annually. This Princess travels to Native American functions around New Mexico, and wears traditional native attire. Select students are awarded "Native American Student of the Year" as determined by the RMSD Instructional Staff. The students are awarded plaques for this distinction, and this event receives strong parental involvement. Liaisons conduct phone calls, home visits or parent conferences on a regular basis. Academic achievement is always a strong focus area to increase attendance rates and decrease the drop-out rate.

CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES

Objective:

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

Background:

Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents.

Methods:

The IPP is attached.

Results and Conclusion:

The District's Indian Education Policies and Procedures are current and have been reviewed and approved by the U.S. Department of Education's Office of Elementary and Secondary Education, and approved by the Board of Education.

The District continues to enjoy a positive and cooperative working relationship with tribal leaders. The District will submit the IPP to the tribe for review and consultation prior to submission of the annual impact aid application, and will continue the positive dialogue and communication with the tribal education and parent advisory committee(s). The COVID-19 epidemic has disrupted traditional in person meetings and virtual meetings may be required in the short-term.

SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROP-OUTS AND INCREASE ATTENDANCE

Objective:

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

Background:

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

The assurance of collaboration and engagement from educational systems and pueblos/ tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students’ success in school. Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Methods:

- Staffed attendance clerk directly supports tribal students
- Contact with parents made to offer available support
- Nurse present on campus to reduce unnecessary early dismissal
- Native American Liaison calls and conducts home visits with families about tardies and absences (sends 5-10 day attendance letters) and makes referrals to Tribal Court for truancy, if necessary
- Weekly attendance drawing to encourage perfect attendance
- Local field trip for students with Perfect Attendance or High Honor Roll status

Results:

The drop-out rate for all students enrolled in the RMSD is below the national drop-out rate average. Additionally, the drop-out rate for RMSD’s American Indian students is also well below this population’s national drop-out rate.

Conclusion:

RMSD will continue to implement the methods identified to decrease number of student drop-outs and increase attendance.

Action Plan:

Schools have developed and uploaded Attendance Success Plans for each building per PED. These plans include: staffed attendance clerk directly supports tribal students; contact with parents made to offer available support; nurse present on campus to reduce unnecessary early dismissal; Native American liaison calls and conducts home visits with families regarding tardy/absences (sends 5-10 day attendance letters) and makes referrals to Tribal Court for truancy, if necessary; weekly attendance drawing to encourage perfect attendance; local field trip for students with perfect attendance or High Honor Roll status.

PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

Objective:

The variable school calendar objective is to ensure that New Mexico schools collaborate with Tribal governments to identify the important cultural events in their 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:

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

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

Methods:

- The schools provide school calendars that address the needs of our school community.
- Draft copies of school calendars are often provided a year ahead of the current calendar.
- Lists of students and sponsors provided to school officials in order to prepare materials for students when they are absent for ceremonies or feast days.
- Cultural absences designated in PowerSchool (excused absence)

Results:

The district does excuse absences for cultural observances. Below are those reported for the 2019-2020 school year.

Student Daily

School Year: 2019-2020

District : RUIDOSO

Snapshot Date: 2020-06-01 - EOY



DISTRICT NAME	LOCATION NAME	ATTENDANCE CODE	ATTENDANCE DESC	ATTENDANCE DATE
RUIDOSO	RUIDOSO MIDDLE	EFDCO	Excused Full Day Absence Cultural Observance	2/5/2020
		EFDCO	Excused Full Day Absence Cultural Observance	2/6/2020
		EFDCO	Excused Full Day Absence Cultural Observance	2/5/2020
		EFDCO	Excused Full Day Absence Cultural Observance	2/6/2020
	SIERRA VISTA PRIMARY	EFDCO	Excused Full Day Absence Cultural Observance	9/13/2019

Conclusion:

The RMSD has consistent communications with the Tribal governments to ensure, in part, the school calendars address the needs of all members of the school community including supporting American Indian students to develop and honor their cultural traditions.

Action Plan:

The Ruidoso Municipal School District will continue to address future development of variable calendar days in collaboration with Tribal governments and school calendar committees. RMSD will continue to update its district calendar and attendance policy to acknowledge and address traditional and cultural days.

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

Objective:

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

Background:

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

Methods:

- Schools embrace Parent Advisory Councils (PACs). Most hold monthly meetings that engage the public decision making, festivals, or other activities for the students.
- Ruidoso Municipal School District meets with the Tribal leaders regarding offering of Apache Language to the primary school students

Results:

Parent and community involvement continue to increase, especially when student showcasing of learning is the focus.

Conclusion:

Collaboration between Tribal leaders and the Ruidoso Municipal School District are effective in ensuring parents/families of American Indian students have the opportunity and are encouraged to participate in school-site Parent Advisory Councils (PACs) and Tribal, Municipal, and Indian organizations.

Action Plan:

The Ruidoso Municipal School District will continue to work with Tribal leaders to provide and improve educational opportunities for American Indian students.

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

Objective:

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

Background:

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

Methods:

These measures are currently not in place. However, Ruidoso Municipal School District is a partner with the NMPED in the creation of new and appropriate cultural and linguistic curricula for both our Native and non-English speakers.

Action Plan:

The Ruidoso Municipal School District will continue to partner with the NMPED to create and implement appropriate cultural and linguistic curricula for both our Native and Non-English speaking students.

CONCLUSION

The District will continue to work to provide American Indian students, their families, and the Tribal community with programming to improve academic success, improve attendance, and reduce the dropout rate, while making all programming available to American Indian students.

Indian Policies and Procedures
Ruidoso Municipal Schools
2019-2020 School Year

It is the intent of the Ruidoso Municipal Schools that all Indian children of school age have equal access to all programs, services and activities offered within the school district. To this end, Ruidoso Municipal Schools will consult with local tribes and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually, and revisions will be made within 90 days of the determination that requirements are not being adequately met.

ATTESTATIONS

The Ruidoso Municipal Schools attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY20 Impact Aid application.

Ruidoso Municipal Schools attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY21 Impact Aid application.

Indian Policies and Procedures

TRIBE's PREFERRED METHOD(s) OF COMMUNICATION (describe):

USPS Mail, electronic mail, facsimile, website, or with students via school site Native Liaisons.

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. [34CFR222.94(a)(1)]

Procedure 1: Ruidoso Municipal Schools will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities materials by USPS Mail, electronic mail, facsimile, website or with students via school site Native Liaisons. The type of dissemination will be determined by the Native Liaison at each school site or at the request of the tribe. Ruidoso Municipal Schools will disseminate, as soon as reasonably possible after such information becomes available, but not later than five days in advance of any meeting, by USPS Mail, electronic mail, facsimile, website, or with students via school site Native Liaisons to Indian parents and Tribes a copy of the following documents:

- Impact Aid FY21 application;
- Assessment/Evaluation of Equal Participation in all Educational Programs;
- Indian Policies Procedures (IPPs);
- Any Plans for District education programs;

Parents of Indian children, tribes and the public will be given notice of any and all meetings at least five days in advance related to the above documents (Including IPPs) by USPS Mail, electronic mail, facsimile, website, or with students via school site Native Liaisons. This will allow parents of Indian children and tribes the time to review and provide comments on all documents and information received.

POLICY (2): Ruidoso Municipal Schools will provide an opportunity for the Mescalero Apache Tribe 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 how the District may help those children realize the benefits of the educational programs and activities. [34CFR222 .94(a)(2)] As a part of this requirement, the LEA will-

- (i) Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations considering the tribe's preference for method of communication, and
- (ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

Procedure 2: Parents of Indian children and members of the tribe can provide input on educational program and activities at any time by contacting the Superintendent of Schools at 200 Horton Circle Ruidoso, NM 88345; (575)630-7000, or by providing public comment at any meeting of the Board of Education.

2.1 The LEA will make the following opportunities available for parents of Indian Children and tribes to provide input on the educational program and activities:

- Ruidoso Municipal School Board of Education meeting dates and times are noticed and posted for the fiscal year each June. The notices are mailed and faxed to the tribal office for posting.

2.2 Indian parents and the tribe will be given notice of any and all meetings by Ruidoso Municipal Schools and will receive relevant applications, evaluations, program plans and information related to the LEA's education program and activities materials USPS Mail, electronic mail, facsimile, website or with students via school site Native Liaisons. The type of dissemination will be determined by the Native Liaison at each school site or at the request of the tribe.

2.3 Once the preferred method of communication has been decided, this communication method will be used throughout the consultation process. Any changes to the method will happen through additional consultation with tribes and parents. The LEA will, to the greatest extent possible, take the tribe's preferred method of communication into consideration for all correspondence with the tribe and the parents of Indian children.

2.4 If the consultation participation by parents of Indian children and tribes is low, the Ruidoso Municipal Schools will take the following measures to attempt to improve or enhance participation:

- Consult with parents of Indian children and tribes
- Change communication method
- Change time of meeting
- Reschedule meeting(s)

POLICY (3): Ruidoso Municipal Schools will, at least 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. [34CFR222.94(a)(3)] As part of this requirement, the LEA will:

- (i) Share relevant information related to Indian children's participation in the LEA's education program and activities with tribes and parents of Indian children; and
- (ii) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

Procedure 3: Ruidoso Municipal Schools will take the following measures to 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.

A. Ruidoso Municipal Schools will annually calculate from its records the ratio of Indian children compared to non-Indian children participating in all academic and co-curricular programs.

B. Ruidoso Municipal Schools will disseminate its assessment of Indian children participation compared to non-Indian children and any other related data with the parents of Indian children and tribes by USPS Mail, electronic mail, facsimile, website, or with students via school site Native Liaisons.

This information will be shared at least five days in advance of any meeting to discuss the extent to which Indian children participate with non-Indian children.

C. Parents of Indian children, tribes and other interested parties may express their views on participation through the following ways:

- Direct communication with school principals or native liaisons at board of education meetings.

D. If it is determined that there are gaps in Indian participation in the educational program or activities, the Ruidoso School Board in consultation with the Indian Education Committee or Parent Advisory Committee, tribes and the parents of Indian children, will modify its education program in such a way as to improve Indian participation.

POLICY (4): Ruidoso Municipal Schools will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CFR222.94(a)(4)]

Procedure 4:

4.1 The Ruidoso Board of Education will schedule a meeting in July and March to discuss the content of the IPPs, equal participation, and educational program and activities. Parents of Indian children and tribes will be notified via USPS Mail, electronic mail, facsimile, website, or with students via school site Native Liaisons regarding these meetings and their ability to submit comment.

4.2 The Superintendent of Schools and/or The Indian Education Committee will evaluate all recommendations for changes to these IPPs.

4.3 The Superintendent of Schools and/or The Indian Education Committee will decide on all recommended revisions to these IPPs.

4.4 Any changes adopted by the Board of Education will become effective upon approval of the minutes of the Board of Education meeting at which changes were adopted.

4.5 The Ruidoso Municipal Schools will post copies of the revised IPPs to the tribe and parents of Indian children in accordance with local board policy as part of the meeting's agenda packet on

the District's website.

POLICY (5) : Ruidoso Municipal Schools 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. [34CRF222 .94(a)(5)]

Procedure 5: All consultation methods regarding IPPs, educational program, equal participation assessment, etc. will be tracked and responded to each year by the Office of the Superintendent of Schools in concert with the school site Native Liaisons.

5.1 Describe *how and when* the LEA will respond to the comments received through the IPP consultation.

5.2 Describe *how and when* the LEA will disseminate responses to comments and recommendations.

Ruidoso Municipal Schools will at least annually respond in writing to comments and recommendations made by tribes, or parents of Indian children, and disseminate the responses to all parties via the District's Native Liaisons.

POLICY (6): Ruidoso Municipal Schools will provide a copy of the IPPs annually to the affected tribe or tribes. [34CR F222.94 (a)(6)]

Procedure 6: Ruidoso Municipal Schools will annually provide a copy of the current Indian Policies and Procedures to the Mescalero Apache Tribal office mail prior to submitting the Impact Aid Application.

Board Approval Date

Date