

Peñasco Independent School District
Department of Indian Education



Tribal Education Status Report

For School Year 2021-2022

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Superintendent
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EXECUTIVE SUMMARY

The purpose of the Tribal Status Education Report is to provide information to the New Mexico Public Education Department and Native American tribes that are adjacent or within district boundaries. The Peñasco Independent School District in rural northern New Mexico has an 8% Native American student K-12th population for a total of 30 students with the majority coming from Picuris Pueblo (other tribes include Navajo, Pojoaque, Jicarilla Apache, Taos and Laguna). Since the COVID-19 pandemic, PISD had to overcome many teachers, student and family obstacles regarding communication and the return to in classroom instruction. Though the majority of our students were not proficient in their subjects when they came back to school, we have seen great academic progress and have observed positive interactions.

Nevertheless, though PISD discovered many challenges, it has strived to provide support services to students and families by hiring new counselors, increasing teacher/parent communications, and increasing Pueblo community outreach through the creation of two new positions- tribal liaison and Indian education coordinator.

PISD's student assessments and data for Native American student is very limited as a result of having a small population of 8% and limited access to students for testing for the 2021-2022 school year.

During the 2021-2022 school year the Peñasco Independent School District had some major events that impacted our campus and students. PISD was indirectly and directly affected by the Hermits Peak fire. We were indirectly affected because the fire did not enter into our watershed but were directly affected because the district was designated as an evacuation site for residents from the Mora Valley. PISD hosted approximately 30 people over an 6-8 weeks period. We also had two local communities that were evacuated due to fire danger that impacted our students from Llano and Vadito. Additionally, the PISD campus was also designated as a Forest Service site where we had over 300+ forest staff on campus for several months. Hosting large groups impacted our campus and staff.

INTRODUCTION

The Peñasco Independent School District's Tribal Education Status Report provides information on academic school performance on the Native American students attending the district. The TESR also gives the district and Picuris Pueblo the opportunity to see where students rank in regards to academic achievement in reading, math and science for grades K-12.

Per the State of New Mexico Indian Education Act (IEA) Article 23A Indian Education, NMSA Section 22-23A-8 Report and IEA rulemaking (Title 6, Chapter 25 Part 2.11): 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 TESR to NM tribes. Furthermore, a school district with Tribal lands located within its boundaries shall provide a district-wide tribal education status report.

The TESR shall include:

- Past and recent trends in education of Native American students in New Mexico
- Gaps in academic performance between Native American students and other ethnicities
- Data driven decision-making through the analysis of districtwide data.

STATUTORY REQUIREMENTS

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

22-23A-7. Report.

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

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

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

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

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

(13) Access to Native Language programs

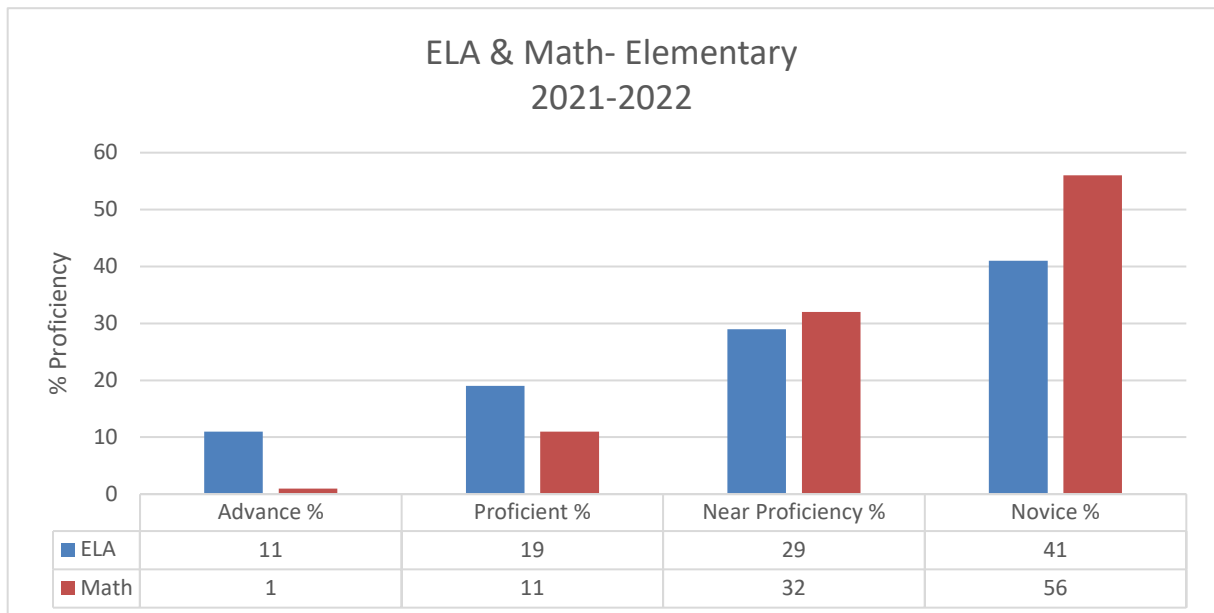
*STUDENT ACHIEVEMENT**

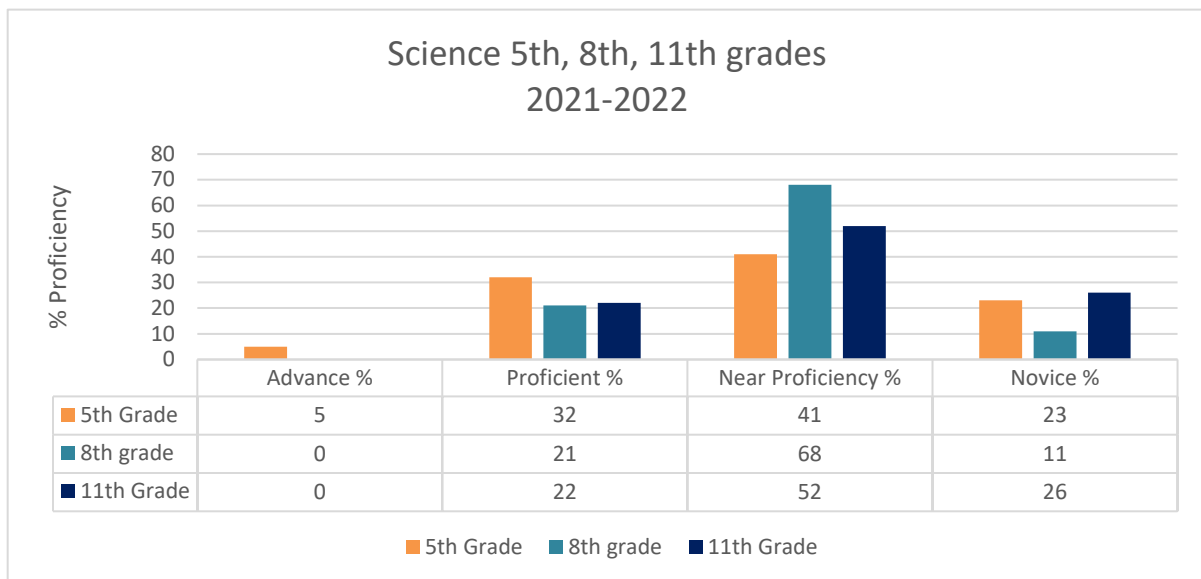
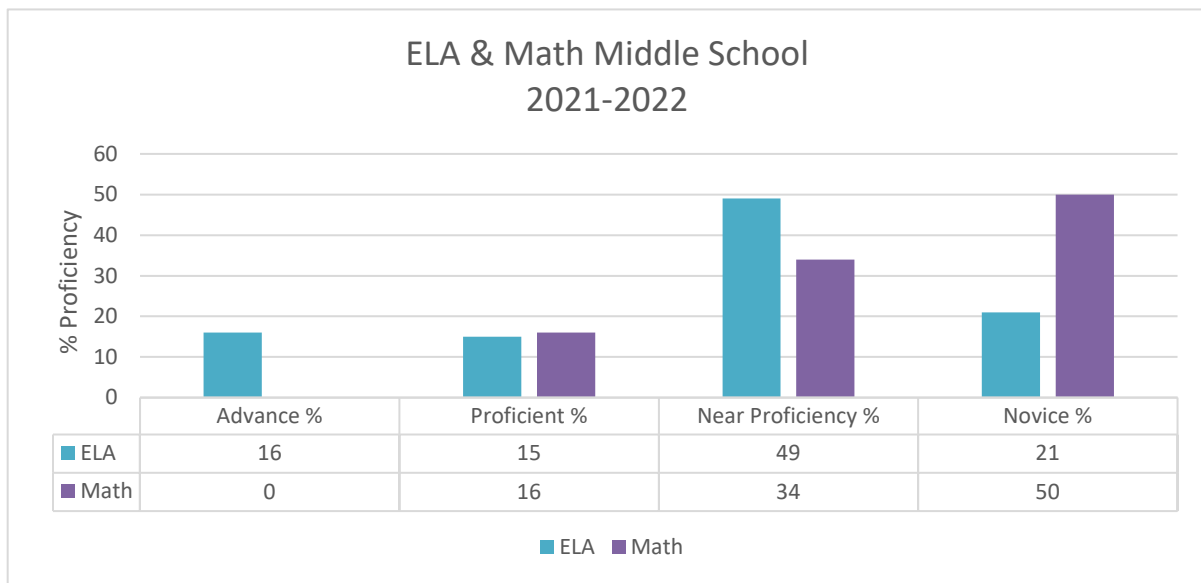
Objective. To ensure student achievement in the Peñasco Independent School District (PISD), student growth or progress is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender and economic status, and disabilities

Background. The New Mexico assessments include the evaluation of student progress in the following areas: reading K-2 (Istation), Success for All (reading/SEL K-5), English language arts 3rd-8th (Measurement for Student Success and Achievement-MSSA), WIDA ELL- (paper & speaking); Math 3rd-8th (MSSA), Reading 3rd-8th (MSSA) ASR science -5th, 8th 11th, Spanish reading, reading for students with disabilities (ELA), Math for students with disabilities (Resource Math) and science for students with disabilities, and Tiwa Language.

Methods. Peñasco Independent Schools use different assessments to measure student progress. These proficiencies include Reading 180, IXL, MSSA, Istation, WIDA-ELL, standard-bases assessment (SBA), Math 180 and Success for All reading.

Results Due to our small Native American population we are unable to disaggregate the data.





Conclusion Due to the small Native American population at Peñasco Independent School District we cannot disaggregate the data. Additionally, because of COVID and natural disasters within our area, student scores might be affected. However, over the past year the district has seen improvement in many of our students now that they were able to return to the classroom. Additionally, many of our students had to adjust to returning back to the classroom and our SEL techniques have helped our students.

Action Plan. Students districtwide will begin to monitor their academic progress throughout the year. Elementary students will monitor their tests and secondary students will monitor their assignments and grades for all classes on a weekly basis. AVID WICOR strategies will be included in daily lessons districtwide.

SCHOOL SAFETY

Objective. To ensure that students at Peñasco Independent School District attend safe, secure and peaceful schools.

Background. The Peñasco Independent School District has a Safety Plan that to keep students, staff, and faculty safe. The district has policies and procedures to provide a safe campus as well as a school safety committee, safety implementation plans, prevention plans, emergency response plans, recovery plans, safe school reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB). We have very low rates of reportable discipline issues.

During the 2021-2022 school year, the district formed a COVID committee to discuss and provide information to staff, students and parents regarding the COVID safety procedure. The committee met frequently and guided the district in the implementation of covid safe practices. Additionally, the committee provided outreach to families and parents to prevent and reduce the number of cases throughout the district. Furthermore, El Centro Family Health program has an office on campus and offers COVID testing for students and the local communities.

Methods. PISD implements the School Safety Plan submitted to NMPED in 2021. The plan was approved by Board of Education on 2021 and was disseminated to school employees.

On September 13, 2021 the district began using the Raptor Visitor Management System to screen visitors, contractors and volunteers in order to increase campus safety for students and faculty. Visitors are required to present and ID such as a driver's license which is entered into the Raptor System. This system checks the visitor's name and the of birth for comparison with a national database of registered sex offenders. The registered sex offender database is the only official database checked by the Raptor system. Documenting visitors on campus also aid in contact tracing during the COVID-19 pandemic. We continue to implement the Raptor system and have been successful in preventing issues.

Results. We have been very fortunate throughout the district because our students are well behaved where we have low rates of reportable discipline issues. Furthermore, we have two security guards on staff who help monitor the guard shack and campus.

Conclusion. Due to not identifying a disproportionate amount of discipline referrals for Native American students, we will continue to implement measures to lower and prevent discipline referrals for all students as outlined in the action plan identified below.

Action Plan. Continued implementation of Raptor System and COVID-19 safe practices and notify students, families and staff when COVID rates arise within the school. We continue to focus on contact tracing to prevent the number of COVID cases at the district. Staff and students are also encouraged to get their COVID vaccinations throughout the school year.

PISD has formed a transformation school leadership program that focuses on training for the district in the following areas: 1) Human Centered Transformational Model & Shared leadership School Inquiries 2) Inquiry to Action 3) Effective Communication 4) Aligning initiatives with compelling purpose. This training is centered on changing the school culture to create a welcoming environment, a culture of attendance, providing SEL techniques for teachers and introduce positive behaviors and supports for students and staff. The district will develop a compelling purpose statement.

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 methods, 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 NM Diploma of Excellence.

Methods. Due to the small number of American Indian students enrolled at Peñasco Independent School District, there is limited data for the graduation rate. We had 2 Native American seniors graduate during the 2021-2022 school year. Both students entered the workforce upon graduation. PISD is focused on increasing students entering High Education and Community College intuitions by offering more skill trade courses like culinary arts, wood working, and welding at the school. PISD is also focused on becoming an AVID district and has received training to teach teachers about AVID strategies that promote reading and writing across all subjects. The district is focused on implementing WICOR (writing, inquiry collaboration, organization and reading) within all classrooms.

Results.

Peñasco Graduation Rate	American Indian Graduation rate
97%	100%

Conclusion PISD is focused on preparing our graduates with the essential skills to succeed in post-secondary education and entering the workforce. With the programming planned for the 2022-2023 school year, our students will have hands on experience through internship and apprenticeship opportunities. In addition to attending college fairs, we will offer skill trades fairs, bring in presenters to discuss career opportunities and work with families to prepare for college like FAFSA and scholarship guidance. We are also reaching out to community colleges and universities to strengthen our relationships so we can support our students at those institutions.

Action Plan Peñasco Independent School District has focused on providing skill trade courses at the secondary school including internships and apprenticeships for our students. The Indian Education Coordinator and the Student and Family Engagement Coordinators will collaborate to host a Skill Trades Day, network with outside organizations like LANL to promote interest in STEM careers, strengthen relationships with community colleges and universities like Luna Community College (welding and culinary programs) and NMHU for education and social work degrees.

ATTENDANCE

Objective. Our attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting Peñasco Independent School District's initiatives such as increasing communication between teachers and parents, addressing the decrease in dropout rate while increasing attendance.

Background. Peñasco Independent School District pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. PISD actively pursues programs focused on addressing the academic needs of at-risk student, provides a variety of after school programs and builds capacity in truancy intervention support. During the 2021-2022 school year, the Peñasco District did not have attendance teams in place and there was minimal oversight in monitoring the attendance of our students.

Methods. Tier 1: Whole School Prevention

Universal, whole school prevention for all students, including students who have missed less than 5% of classes for any reason. A whole-school approach focuses on improving attendance for all students and reducing chronic absenteeism.

Prevention Strategies for Tiers I-IV

- Create a welcoming environment
- Create a culture of attendance
- Create a synchronous and asynchronous opportunity for students to appropriately engage in school
- Create partnerships with community to support attendance and academic success--- Picuris Pueblo has established an education center dedicated for remote learning and outreach services
- Communicate district & schools' attendance policy
- Communicate through various media sources in Spanish, English and Tiwa that "Attendance Matters"
- Contact students/parents for academic and emotional supports
- Offer various Community Schools after school activities which promote student engagement (tutoring, clubs/activities, social emotional learning activities, intramural activities, etc.)
- Access to the Student/Family Engagement Centers

Tier 2: Individualized Prevention Individualized prevention includes targeted intervention strategies for individual students who are missing five percent or more but less than ten percent of classes or school days for any reason.

Intervention

- Establish uniform processes for Student Success Plan across district
- Communicate with parents/guardians on child's attendance concerns exceeding 5% and share Attendance Success Act law
- On-going contact with parents regarding child's academic and attendance for at-risk students
- Identify student/family needs and barriers for attendance
- Identify appropriate supports for student and family
- Complete student absence and prevention plans
- Initiate parent and student contracts (must be signed)
- Communication with parent engagement coordinator to support the prevention and academic plan
- Initiate welfare checks to families who school has been unable to make contact (not punitive)
- School attendance teams will meet at least bi-weekly (core team weekly) to review school's attendance patterns and immediately connect with parents/guardians about their child. Teams include principals, teachers, social

workers, and counselors who can then provide local or community referrals for family support

Tier 3: Early Intervention Early intervention includes interventions for students who are considered chronically absent and missing ten percent or more but less than twenty percent of classes or school days for any reason

Intervention

- Certified Mail - letter home detailing issue, meeting date, time and place for meeting-(if letter not accepted; utilize community schools department to deliver and serve notice of truancy)
- Host a parent and attendance team meeting
- Communicate with parents/guardians on child's attendance concerns exceeding 20% and the Student Success Attendance Act and consequences for continued absences
- Through root cause analysis team will identify student/family needs and barriers for attendance
- Identify appropriate supports for student and family
- Complete student absence and prevention plans
- Communication and document with parent engagement coordinator to support the prevention and academic plan
- On-going contact with parents regarding child's academic and attendance for at-risk students
- Initiate welfare checks to families who school has been unable to make contact (not punitive)
- School attendance teams will meet at least bi-weekly (core team weekly) to review school's attendance patterns and immediately connect with parents/guardians about their child. Teams include principals, teachers, social workers, and counselors who can then provide local or community referrals for family support.

Tier 4: Intensive Support Intensive support includes interventions for students who are considered excessively absent and missing twenty percent or more of classes or school days for any reason. Tier 4 focuses on students who have not responded to previous interventions provided by the school and may lead to referrals to CYFD.

Intervention

- Certified Mail - letter home detailing issue, meeting date, time and place of meeting (if letter not accepted; utilize school designee to deliver and serve notice of truancy)
- Host a parent and attendance team meeting
- Communicate with parents/guardians on child's attendance concerns exceeding 20%, Student Success Act and consequences for continued absences

- Through root cause analysis team will identify student/family needs and barriers for attendance
- Establish a student absence and prevention plan with specific supports offered to parent/student; refer family to additional community supports as needed (health care and social service providers)
- Initiate welfare checks to families who are not engaging and who district/school is unable to contact
- Make referral to CYFD (educational neglect and/or abuse or neglect if warranted)
- On-going contact with parents regarding child's academic and attendance for at-risk students
- School attendance teams will meet at least bi-weekly (core team weekly) to review school's attendance patterns and immediately connect with parents/guardians about their child. Teams include principals, teachers, social workers, and counselors who can then provide local or community referrals for family support.

Results. Peñasco Independent School district 2021-2022 attendance rate 89%; our overall absent rate is 7.07%, our chronic absent rate is 23.8%. 2021-2022 attendance rate for Native Americans is 75%, chronic absence rate for Native Americans was 25%.

School Name	2020-2021 Overall Absence Rate	2020-2021 Chronic Absence Rate	2021-2022 Overall Absence Rate	2021-2022 Chronic Absence Rate
District-All students	4.85%	13.35%	7.07%	23.80%
PISD Elementary	8.40%	23.08%	9.32%	31.58%
PISD High	0.46%	0.95%	3.77%	12.24%
PISD Middle	1.72%	4.00%	4.75%	15.91%

Subpopulation Name	2020-2021 Chronic Absence Rate	2021-2022 Chronic Absence Rate
District-All students	13.35%	23.80%
Female	9.87%	23.38%
Male	16.22%	24.16%
Caucasian	13.36%	23.75%
American Indian	14.64%	25%
Hispanic	13.52%	22.73%
Non-Hispanic	12.50%	30.43%
Economically Disadvantaged	13.35%	23.80%
Students w/disabilities	28.00%	34.78%
English Language Learners	18.18%	20.83%

Grade Level	2020-2021 Chronic Absence Rate	2021-2022 Chronic Absence Rate
District-All students	13.35%	23.80%
K	22.22%	36.36%
1 st	17.24%	31.25%
2 nd	32.26%	28.57%
3 rd	12.00%	23.53%
4 th	20.00%	36%
5 th	16.67%	24%
6 th	14.29%	29.63%
7 th	8.70%	13.04%
8 th	-	19.05%
9 th	3.85%	20.83%
10 th	-	18.18%
11 th	-	8.33%
12 th	-	3.57%

Conclusion. The overall 2021-2022 absence rate for Native American students is at 14.64% and the chronic absence rate is 25%. For the 2021-2022 school year the absentee rates for Native American students were higher than previous years due to remote learning and COVID positive cases.

Action plan: PISD will create two attendance teams for both sites who will meet on a regular monthly basis. The teams will create an attendance flow charts for both sites to help aid teachers in communicating absences to the teams and parents. Families will be notified in writing about the attendance process at the district. The written notice will explain that constitutes as an absence, including the procedure of notification The district will also provide additional attendance information to parents at school events to clarify the process. Attendance information will also be posted on the school webpage and in newsletters.

PARENT AND COMMUNITY INVOLVEMENT

Objective. The parent and community objectives are 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. Parent involvement in education benefits students learning and engagement, 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 which leads to more parent involvement, improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

Methods. During the 2021-2022 school year the district hosted several parent/teacher conferences, events that highlighted support services like our Student and Family Engagement night, dissemination of monthly newsletters and Indian Parent Education Committee meetings.

Results. Impact aid surveys were disseminated to parents districtwide, funding was requested based on the survey results for the following school year. The Indian Education Parent committee was formed and meetings were held.

Conclusion. PISD will continue to provide outreach and seek feedback from parents. The Tribal liaison and Indian Education coordinator will continue to participate in parent/teacher meeting as requested. We will continue to collaborate with Picuris Education staff on community and school events and work together to communicate with parents and families.

Action Plan. Continue to meet with the Indian Education Parent committee on a quarterly basis and have parents review the Indian Policies and procedures. Continue collaboration with the Picuris Education department to coordinate events for students and parents. Invite parents to sit on district committees like the strategic planning meetings. Create a Martinez/Yazzie webpage and continue to inform communities about Indian Education in the PISD newsletter.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective. The tribal students' education program 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. Peñasco Independent School District supports Indian Education in the following ways:

- Frequent meetings between District and tribal leaders to discuss Indian Education issues
- Support and host school events that highlight Native American culture like the Winter and Spring festivals
- Offer daily 45 minute Tiwa language class for grades K-12
- Tribal Liaison and Indian Education Coordinator attend elementary and secondary staff meetings
- Introduce Indigenous Wisdom curriculum to teachers as project-based lessons taught during extended learning days
- Seek federal funding under the Impact Aid and Formula I grants for career and college development opportunities for all students
- Support AVID strategies
- Attend AVID conference- 15 staff/teachers attended during the summer of 2022
- Field trips to community colleges and HE institutions for Native American students
- Provide professional development in culturally relevant education for teachers

Results. PISD has made progress in introducing AVID WICOR strategies to teachers. The district will focus on implementing 2 to 3 strategies during the next school year and each teacher will be assigned an AVID buddy for support.

Conclusion. PISD will continue to support Indian Education by providing professional development in culturally relevant education, purchase culturally relevant books and materials for classrooms, support project-based learning through the implementation of the Indigenous Wisdom curriculum, collaborate with teachers in school events that highlight the diversity of cultures with in the area, take students higher education institutions and community colleges

Action Plan. PISD will continue to provide culturally relevant lessons to teachers and promote project-based learning during extended learning days. A certified Tiwa teacher will teach the Tiwa class for the following school year. Culturally relevant books will be purchased for classrooms. PISD will also take students to college days at higher education institutions.

FINANCIAL REPORTS

Objective. The financial objective is, through the use of public-school funds, to ensure that PISD provide adequate operational resources to provide and improve services to NM tribal students. These services will meet the educational needs and provide opportunities to tribal students attend PISD. In addition, PISD utilizes federal grants, Impact Aid Indian Education and the Formula grant, which provides a modest amount to support the purchase of technology (Promethium Interactive White Board), books and professional development materials.

Background. The New Mexico Public school funding formula is based on a model developed by the National education Finance Project (NEFP) in the last 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 added and a new decision option made available. Prior to the creation of the current formula, school funding methods had created a high degree of inequity among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering. The goal of the new formula, therefore, was clear; to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. As a result of the committee's work, the 1974 NM 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 on a non-categorical manner, while providing for local school district autonomy.

Methods. PISD applied and managed the following Indian Education grants and funding:

- Impact Aid
- Formula I
- Indian Education Act grant- PED

Results

# AI Funding Sources	3
Total District Budget	\$10,286,083
Total Enrollment 80 day	372
AI 80 day enrollment	30
AI%	8%
Indian Ed. Formula I grant*	\$7,186
Impact Aid in Education VIII	\$5,580
NM Indian Education Act grant	\$90,000
Total AI Funds	\$102,766
Amount per student	\$3,426

Conclusion. Indian Education funding needed to support students and teachers by purchasing materials and classroom supplies, providing professional development in culturally relevant education and offering career, college and technical education opportunities for all students.

Action Plan. PISD will continue to apply for federal and state funding to support Indian Education and the Tiwa language programming at the district level as well as seek additional funding towards professional development in culturally relevant education, social emotional learning and Indigenous language revitalization. PISD will also ensure that all funding is spent and grant deliverables are completed.

CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES

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

Background. Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval the New Mexico tribal governments or their designees residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VIII Impact Aid funding requirements

Methods. PISD and the Picuris Education Department staff and tribal leadership met on a frequent basis to discuss Indian education policies and procedures.

Results. The Indian Policies and Procedures were approved by the PISD Board of Education during the 2021-2022 school year.

Conclusion. PISD meetings with the tribal leadership and Picuris Education Department have been successful and our communication has strengthened and become more frequent over the past year. PISD will continue to meet and communicate with parents and Picuris education staff.

Action Plan. PISD will continue to work with Native American parents and the Picuris Education department to seek input and guidance on the Indian Policies and Procedures. The district will also work with both groups to include excused 30- hour traditional ceremony participation for our Native American student per the PED guidance. The updates and modifications will be presented to the PISD board of education for approval

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

Objective. The objective of this initiative is to ensure that NM 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 challenges 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. PISD uses student information system to identify at-risk students based on grades, attendance, and discipline infractions. Students who are identified as at-risk are referred for support. Native American students who are at-risk are also referred to the Indian Education Coordinator and the Tribal Liaison.

Results PISD dropout rate for American Indian students is 0%. In PISD’s Attendance Plan it will include an early referral form in order to provide additional support to students to prevent dropouts. (See Attendance Tiers I-IV)
Barriers for attendance include: frequently moves and forced school changes, students being raised by other family member, lack of transportation, substance abuse in household, domestic violence, and poverty.

Conclusion. The methods used to support Native American students at risk of dropout has been successful. Native American students attending PISD have a dropout rate of 0% over the past 5 years.

Action Plan. PISD offers different options to prevent Native American students from dropping out. PISD will have the student meet with the Student Assistance Team, PISD offers Credit Recovery, PISD has counseling available to students, student incentives, and after school tutoring. The PISD has more detail on preventing dropouts in their Attendance Success Plan.

PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

Objective. The variable school calendar objective is to ensure that PISD 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 public school.

Background. New Mexico has a rich American Indian history and culture that cultivated 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 PISD 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.

Methods. District has received a list of ceremony participation days in anticipation that students will be absent on those days.

Results. PISD acknowledges and supports that Native American student's participation in tribal activities and community events. PISD supports students to partake in tribal activities to further their cultural well-being and self-awareness.

Conclusion. PISD recognizes their relationship with the Picuris Pueblo and put on the calendar August 10th as a school holiday so students and families can participate in the Picuris Feast. A list of traditional feast days was provided to the district on behalf of Picuris for future reference.

Action Plan. PISD will continue to work with Picuris Pueblo to support Native American students in their cultural activities. The district will also include 30 hour traditional participation in the Indian Policies and procedures with the approval of the Board of Education.

*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 NM 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 identifies 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 NM IEA asserts that parent (s); families; tribal departments of education; community-based organizations; the PED; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities and AI students

Methods. PISD has met with the tribal leadership and Picuris education department on a frequent basis to discuss Indian education issues. Reports like the TESR are shared with tribal leadership, parents, administrators, and staff.

Results. PISD met with various tribal committees for education, language and health. The PISD also met with tribal council and PAC members to address education issues.

Conclusion. Communication between the district and tribal leadership and education departments have improved over the past year. Our tribal liaison who is a member of the Picuris tribal council updates the council on a frequent basis.

Action Plan. PISD will continue to meet with the tribal council to discuss budgets, policies and procedures and to collaborate on community and school events. PISD in conjunction with the Picuris Education department will provide outreach to parents.

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

Objective. The research objective ensures that NM 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 NM tribes.

Background. Indian Education has been working to strengthen the fields 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. Through the data collected by Indigenous research methodologies can be analyzed quantitatively as well as qualitatively, just like data collected by 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. In continuation from the 2020-2021 school year the Indian Education coordinator has continued to receive training in culturally relevant education and promote the Indigenous Wisdom curriculum.

Results. The PISD will apply the PED Culturally relevant audit tool for Curriculum when it is approved and will use the CLR rubric for supplemental materials. In addition, PISD has offered two professional development trainings for teachers with a focus on the Indian Pueblo Cultural Center Indigenous Wisdom Curriculum K-12.

Conclusion. PISD will work with teachers to strengthen their understanding of culturally relevant education and to identify culturally relevant supplemental materials. Our focus is to support teachers in creating a learning environment that is culturally relevant to all students since the majority of our students still live a self-sustainable traditional lifestyle. Furthermore, school events like the winter and spring festivals will highlight the cultural diversity of the valley in presentations.

Action Plan. Our action plan consists of continuing to provide support for identifying CLR supplemental materials, and curriculum as well as encouraging teachers to teach CLR lessons from the IPPC Indigenous Wisdom curriculum K-12 which is subject specific. We will also provide professional development to our teachers in CRE and give teacher opportunities to bring in local people and presenters to share their work and personal experience.

Access to Native Language Programs

Objective. Ensure maintenance of Indigenous languages. Through the integration of language- and culture-based instructional strategies, methods, and practices helps to support the learning of Native American students along with their Indigenous language for the educational success of these students.

Background. PISD and Picuris Pueblo have been collaborating and supporting the Tiwa language revitalization program since 1986. Over the past 35+ the district has supported the Tiwa class by providing classroom space and materials, collaborated with Picuris teachers, instructor and leadership to create a learning environment for Native American students attending PISD. In the past, PISD and Picuris were able to certify instructors for NALC-520 certification, however, recently with the Picuris fluent speakers advancing in age, it has been very difficult to find a fluent speaker who can be in the classroom. During the 2021-2022 school year, we were fortunate to have a Picuris member teach the course even though there was a delay in obtaining the 502 certifications. Our instructor was certified later in the school year. The instructor also worked closely with the Picuris Tiwa Language committee who guided and supported him with creating lesson plans.

Methods. In order to support the Tiwa language program at PISD, the district is committed to supporting instructional staff in Native Language revitalization training onsite and to pursue a 520 certification.

Results. Though the number of Native American students participating in the Tiwa language had declined last year, we are committed to increasing the number of students in the class by ensuring that there is a certified teacher for the Tiwa class.

Conclusion. PISD will continue to support the Tiwa language revitalization efforts for Picuris Pueblo by providing scheduling, supplies, materials, and primary and secondary classrooms. The district will also continue communications with Picuris Pueblo to bring in elders to speak to students and assist in teaching the Tiwa language.

Action Plan. PISD will hire a certified teacher with 520 certifications to teach the Tiwa language classes during the 2022-2023 school year. The Tiwa teacher and Indian Education Coordinator will also work closely with Picuris elders to create culturally relevant lesson plans and expand the Tiwa vocabulary.

CONCLUSION

The support for Indian Education at Peñasco Independent School District has increased tremendously over the past year due to the creation of the tribal liaison and Indian education coordinator positions. These two positions help guide the district, teachers and staff in not only strengthening the relationship between Picuris Pueblo and PISD but help in building a strong foundation in culturally relevant education, implementing social emotional learning strategies and creating a school culture that is accepting of all students within the La Jicarita valley. For the following school year, both staff will participate in the following committees:

- Attendance
- AVID
- Instructional Council
- Transitional leadership
- Indian Education Parent Committee
- MLSS/90 Day planning committee
- Indian Education committee

PISD has provided outreach and support to Picuris in Indigenous Language acquisition for 35 years through direct communication, scheduling, materials and classroom space. It is our goal to continue our collaboration with Picuris Pueblo and to assist with maintaining the Tiwa language for the community.

Additionally, PISD is committed to aiding and advising Native American families in career and technical education, college readiness and applying to higher education institutions. In an effort to increase student's awareness of educational and career opportunities it is important to provide as many avenues for students and their families to pursue employment, military and high education opportunities.