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AN ACT

RELATING TO INDIAN EDUCATION; REQUIRING NEEDS ASSESSMENTS TO DETERMINE WHAT SERVICES SCHOOL DISTRICTS NEED TO PROVIDE TO INDIAN STUDENTS TO HELP THEM GRADUATE AND BE READY FOR COLLEGE AND CAREERS; REQUIRING A SYSTEMIC FRAMEWORK THAT FOCUSES ON MEASURES TO CLOSE THE ACHIEVEMENT GAP BETWEEN INDIANS AND ALL OTHER STUDENT GROUPS IN NEW MEXICO; REQUIRING ACCOUNTABILITY.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

SECTION 1. A new section of the Indian Education Act is enacted to read:

"INDIAN EDUCATION--SCHOOL DISTRICT RESPONSIBILITIES--NEEDS ASSESSMENTS--USE OF DATA-- PRIORITIZING BUDGETS--REPORTS.--

A. As used in Sections 1 through 3 of this 2017 act, "school district" includes charter schools.

B. Historically defined Indian impacted school districts are required to conduct a needs assessment to determine what supports are needed in public school, at home and in the community to help Indian students succeed in school, graduate with a diploma of excellence and be prepared to enter post-secondary education or the workplace.

C. After the needs assessment, the school district shall meet with the local tribes to prioritize the needs to

1 be addressed. The school district shall make meeting the
2 needs of Indian students and closing the achievement gap
3 between Indian students and all other student groups a
4 priority in the school district budget, including applying
5 state and federal funding for Indian students, disadvantaged
6 students, at-risk students, students in poverty and other
7 categories of state and federal funding to help disadvantaged
8 students.

9 D. The school district shall apply for appropriate
10 state, federal and private grants to help it carry out the
11 provisions of Sections 1 through 3 of this 2017 act. When
12 approving budgets, the department shall consider whether a
13 school district's budget accomplishes the prioritized needs
14 from the Indian students needs assessment.

15 E. The school district shall develop an
16 accountability tool that measures public school efforts
17 pursuant to the systemic framework provided for in Sections 2
18 and 3 of this 2017 act and the success or failure of those
19 efforts.

20 F. The school district shall hold a public meeting
21 with members of the Indian students' tribal leaders, parents
22 and the Indian education division at least twice in the
23 school year to report on the needs assessment and the school
24 district's evaluation of progress."

1 enacted to read:

2 "SYSTEMIC FRAMEWORK FOR IMPROVING EDUCATIONAL OUTCOMES
3 FOR INDIAN STUDENTS.--Historically defined Indian impacted
4 school districts shall develop and publish a systemic
5 framework for improving educational outcomes for Indian
6 students. The school district shall develop the framework in
7 collaboration with school employees, tribal leaders, Indian
8 students and families, social service providers and community
9 and civic organizations. The Indian education division shall
10 assist the school district as required during the development
11 and implementation of the framework. The school district may
12 request assistance from schools of education at state
13 educational institutions to identify best practices in
14 collecting and using student-centered data to inform teaching
15 strategies and schoolwide efforts to close the achievement
16 gap between Indian students and all other student demographic
17 groups."

18 SECTION 3. A new section of the Indian Education Act is
19 enacted to read:

20 "SYSTEMIC FRAMEWORK ELEMENTS.--

21 A. The systemic framework shall include programs,
22 services, culturally relevant activities and professional
23 development that need to be provided to improve Indian
24 education in the state. Based on the priorities developed
25 through the needs assessment and the priorities set in the

1 budget for the school year, the systemic framework may
2 include some or all of the elements provided in this section.

3 B. Academic and other programs may include, within
4 the context of the Indian education division's development or
5 selection of culturally relevant curricula and instructional
6 materials as provided in Subsection E of Section 22-23A-5
7 NMSA 1978:

8 (1) innovative programs designed to meet the
9 educational needs of educationally disadvantaged Indian
10 students;

11 (2) high-quality professional development
12 for teaching professionals and paraprofessionals;

13 (3) the identification of early childhood,
14 pre-kindergarten and family programs in the school district
15 that emphasize school readiness and that are effective in
16 preparing young children to make sufficient academic growth
17 by the end of grade three, including family-based early
18 childhood programs that provide screening and referral and
19 provide services to Indian children with developmental delays
20 or disabilities;

21 (4) educational programs that are not
22 usually available in sufficient quantity or quality,
23 including remedial instruction, to raise the achievement of
24 Indian students in one or more of the subjects of English,
25 mathematics, science, foreign languages, art, history and

1 geography;

2 (5) bilingual and bicultural programs and
3 projects;

4 (6) enrichment programs that focus on
5 problem solving and cognitive skills development and directly
6 support the attainment of challenging state academic
7 standards;

8 (7) programs designed to encourage and
9 assist Indian students to work toward, and gain entrance
10 into, institutions of higher education;

11 (8) special compensatory and other programs
12 and projects that are designed to assist and encourage Indian
13 students to enter, remain in or reenter school and to
14 increase the rate of high school graduation for Indian
15 students;

16 (9) career preparation activities that
17 enable Indian students to participate in programs such as the
18 programs supported by the federal Carl D. Perkins Career and
19 Technical Education Act of 2006, including programs for
20 technology preparatory education, mentoring and
21 apprenticeship;

22 (10) partnership projects between public
23 schools and local businesses for career preparation programs
24 designed to provide Indian students with the knowledge and
25 skills needed to make an effective transition from school to

1 a high-skill career; and

2 (11) rigorous and meaningful curricula and
3 educational opportunities that will lead to lifelong success
4 for all students.

5 C. Culturally related activities may include:

6 (1) culturally related activities that
7 support the academic program of the public school;

8 (2) activities that support Indian language
9 programs and Indian language restoration programs that may be
10 taught by traditional leaders and that qualify for the state
11 seal of bilingualism-biliteracy on a student's diploma of
12 excellence as provided in Section 22-1-9.1 NMSA 1978;

13 (3) activities that promote the
14 incorporation of culturally responsive teaching and learning
15 strategies into the public school's educational program; and

16 (4) activities to educate students about the
17 prevention of violence, suicide and substance abuse.

18 D. Services to be provided may include:

19 (1) early interventions to help struggling
20 students, such as after-school programs, tutoring and
21 mentoring and school and community interventions to prevent
22 truancy and reduce dropout rates;

23 (2) comprehensive guidance and counseling
24 services;

25 (3) integrated educational services in

1 combination with other programs that meet the needs of Indian
2 students and their families, including programs that promote
3 parental involvement in school activities and increase
4 student achievement;

5 (4) special health- and nutrition-related
6 services and other related activities that address the
7 special health, social and psychological problems of Indian
8 students and their families; and

9 (5) family literacy services, including New
10 Mexico even start and adult basic education programs."

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