

HOUSE BILL 151

**53RD LEGISLATURE - STATE OF NEW MEXICO - SECOND SESSION, 2018**

INTRODUCED BY

Derrick J. Lente

Pursuant to House Rule 24-1, this document incorporates amendments that have been adopted prior to consideration of this measure by the House. It is a tool to show the amendments in context and is not to be used for the purpose of amendments.

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:

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"[NEW MATERIAL] INDIAN EDUCATION--SCHOOL DISTRICT

RESPONSIBILITIES--NEEDS ASSESSMENTS--USE OF DATA--PRIORITIZING  
BUDGETS--REPORTS.--

A. As used in Sections 1 through 3 of this 2018 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 be addressed. The school district shall make meeting the needs of Indian students and closing the achievement gap between Indian students and all other student groups a priority in the school district budget, including applying state and federal funding for Indian students, disadvantaged students, at-risk students, students in poverty and other categories of state and federal funding to help disadvantaged students.

D. The school district HEC→~~shall~~←HEC HEC→~~may~~←HEC apply for appropriate state, federal and private grants to help it carry out the provisions of Sections 1 through 3 of this 2018 act. When approving budgets, the department shall consider whether a school district's budget accomplishes the

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prioritized needs from the Indian students needs assessment.

E. The school district shall develop an accountability tool that measures public school efforts pursuant to the systemic framework provided for in Sections 2 and 3 of this 2018 act and the success or failure of those efforts.

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

SECTION 2. A new section of the Indian Education Act is enacted to read:

"[NEW MATERIAL] SYSTEMIC FRAMEWORK FOR IMPROVING EDUCATIONAL OUTCOMES FOR INDIAN STUDENTS.--Historically defined Indian impacted school districts shall develop and publish a systemic framework for improving educational outcomes for Indian students. The school district shall develop the framework in collaboration with school employees, tribal leaders, Indian students and families, social service providers and community and civic organizations. The Indian education division of the department shall assist the school district as required during the development and implementation of the framework. The school district may request assistance from schools of education at state educational institutions to

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identify best practices in collecting and using student-centered data to inform HEC→~~teaching strategies and schoolwide efforts~~←HEC HEC→culturally and linguistically responsive strategies←HEC to close the achievement gap between Indian students and all other student demographic groups."

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

"[NEW MATERIAL] SYSTEMIC FRAMEWORK ELEMENTS.--

A. The systemic framework for improving educational outcomes shall include programs, services, culturally HEC→~~relevant activities~~←HEC HEC→and linguistically responsive policies ←HEC and professional development that need to be provided to improve Indian education in the state. Based on the priorities developed through the needs assessment and the priorities set in the budget for the school year, the systemic framework may include some or all of the elements provided in this section.

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

(1) HEC→culturally and linguistically←HEC innovative programs designed to meet the educational needs of educationally disadvantaged Indian students;

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

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

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

(5) bilingual and bicultural programs and projects;

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

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

(8) special compensatory and other programs and projects that are designed to assist and encourage Indian

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students to enter, remain in or reenter school and to increase the rate of high school graduation for Indian students;

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

(10) partnership projects between public schools and local businesses for career preparation programs designed to provide Indian students with the knowledge and skills needed to make an effective transition from school to a high-skill career; and

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

C. Culturally HEC→related←HEC HEC→and linguistically responsive←HEC activities may include:

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

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

(3) activities that promote the incorporation

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of culturally responsive teaching and learning strategies into the public school's educational program; and

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

D. Services to be provided may include:

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

(2) comprehensive guidance and counseling services;

(3) integrated educational services in combination with other programs that meet the needs of Indian students and their families, including programs that promote parental involvement in school activities and increase student achievement;

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

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