

Los Alamos Public Schools

**Tribal Education
Status Report
2025-2026**

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2. Introduction

In accordance with the New Mexico Indian Education Act (NMSA 1978, § 22-23A-7) and 6.35.2 NMAC, Los Alamos Public Schools (LAPS) is proud to present the Tribal Education Status Report (TESR) for the 2025-2026 school year. The Los Alamos Public School District is located in Los Alamos County, and district boundaries include tribal lands of the Pueblo de San Ildefonso. Of our 3,537 students, 123 identify as Native American, comprising 3.5% of the total student body and representing over 11 distinct Pueblos, Tribes, and Nations.

The District is committed to a collaborative relationship with the pueblos, tribes, and nations whose children we serve. We recognize the importance of cultural identity, heritage, and language in the educational success of our students and are dedicated to strengthening our partnerships with Native American families, communities, and tribal governments. LAPS is dedicated to the vision that 100% of the Los Alamos students will meet or exceed expectations in 3 key areas -- Academic Excellence, Social-Emotional Wellbeing, and Civic Responsibility. This Tribal Education Status Report provides a comprehensive overview of our progress and initiatives in supporting our Native American students. The following sections detail our district's performance across key areas, including academic achievement, attendance, graduation rates, school safety, parent and community involvement, and the status of our culturally relevant educational programs. It is our goal to communicate our successes and identify opportunities for growth as we work to meet the needs of every Native student.

25-26 LAPS
Student Enrollment

3537

25-26 LAPS Native American
Student Enrollment

123 (3.5%)

Pueblos, Tribes, and Nations served in Los Alamos Public Schools as reported by students' families.

New Mexico Tribe Name	Native American Student Population	New Mexico Tribe Name	Native American Student Population
Other	34.1%	Acoma	*
Navajo	14.6%	Cochiti	*
San Ildefonso	13.0%	Isleta	*
Santa Clara	10.6%	Jicarilla Apache	*
Nambe	9.8%	Pojoaque	*
Ohkay Owingeh	8.1%	Tesuque	*

**Values with fewer than 10 students are masked according to the Family Educational Rights and Privacy Act (FERPA).*

3. Student Achievement

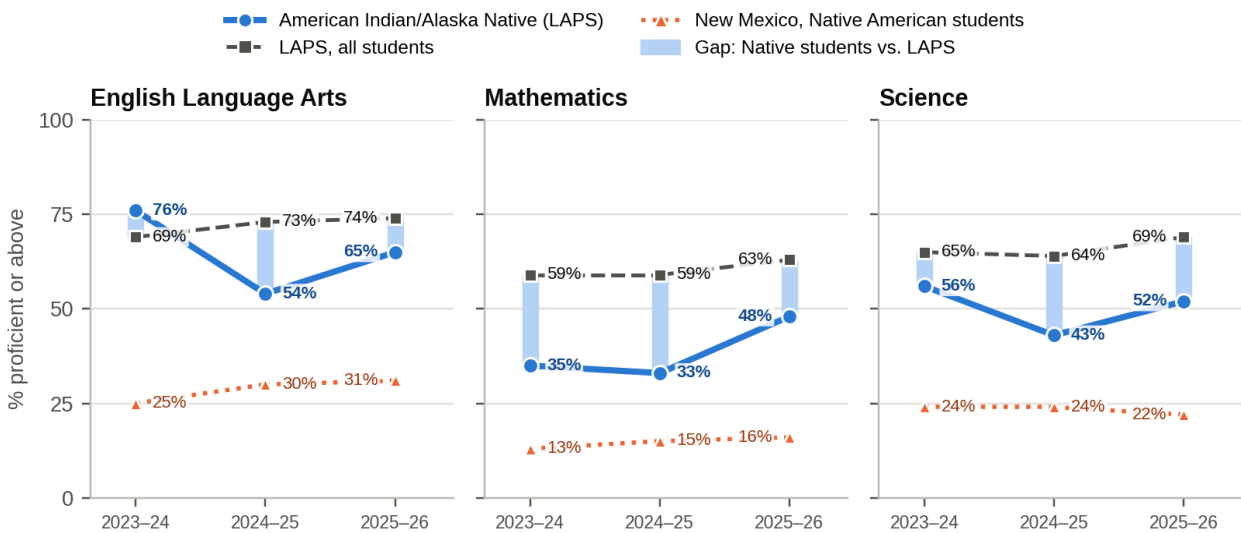
NATIVE AMERICAN STUDENT PERFORMANCE:

This section reports results from the New Mexico Measures of Student Success and Achievement (NM-MSSA) in English language arts (ELA) and math, and the New Mexico Assessment of Science Readiness (NM-ASR) in science.

Dynamic Learning Maps (DLM): The DLM is the alternate assessment taken by students with the most significant cognitive disabilities. In each of the past three years, fewer than 10 LAPS Native American students took the DLM. Because the number is below the 10-student reporting threshold, DLM results for Native students are masked and are not reported separately in this report.

Across the three most recent testing years, Native American students at LAPS were proficient at roughly twice the rate of Native American students statewide or more, in every subject (Figure 3.1). In 2025–26, 65% of LAPS Native students were proficient in ELA, compared with 31% of Native students statewide. In math, the figures were 48% and 16%. In science, they were 52% and 22%. These all-grades figures come from NMPED’s Achievement Data by Year and include every tested grade and assessment, including grade 11 SAT and K–2 early literacy results, so they may differ slightly from the grade-level results reported later in this section.

Figure 3.1. Percent proficient or above, all tested grades combined, 2023–24 to 2025–26



LAPS Native students score below LAPS students overall, and the gap is largest in math and science. In 2025–26, the gap was 9 percentage points in ELA, 14 points in math, and 17 points in science. The math gap has narrowed from 26 points in 2024–25. Native student proficiency rose in all three subjects in 2025–26, following declines in 2024–25. The largest gain was in math, which rose 15 points.

The data above should be interpreted with care. Each year, only a relatively small number of LAPS Native students (from fewer than 10 to 65) take each test, depending on the subject and

grade level. By comparison, about 1,800 LAPS students overall and about 17,000 Native students statewide take the ELA and math tests. With potentially very small group sizes, a change in the results of just one or two students can move the percentage by several points. As a result, LAPS Native student results rise and fall more from year to year than district or state results do. Grade-level scores can vary even more widely. For example, grade 6 math proficiency for LAPS Native students was 80% in 2024–25 and 33% in 2025–26, with 15 or fewer students tested each year. For this reason, the district looks at trends across several years rather than at a change from one year to the next.

Grade-level results in ELA, Math, and Science (Figures 3.2–3.4, Tables 3.2–3.4) show the same pattern as the composite results. In every grade and year where LAPS Native results can be reported, they were at or above the statewide rate for Native students. The one exception was grade 4 math in 2023–24, at 14% compared with 15% statewide. Many grade-level results cannot be reported because fewer than 10 Native students were tested.

Figure 3.2. English Language Arts (NM-MSSA): percent proficient or above, grades 3–8

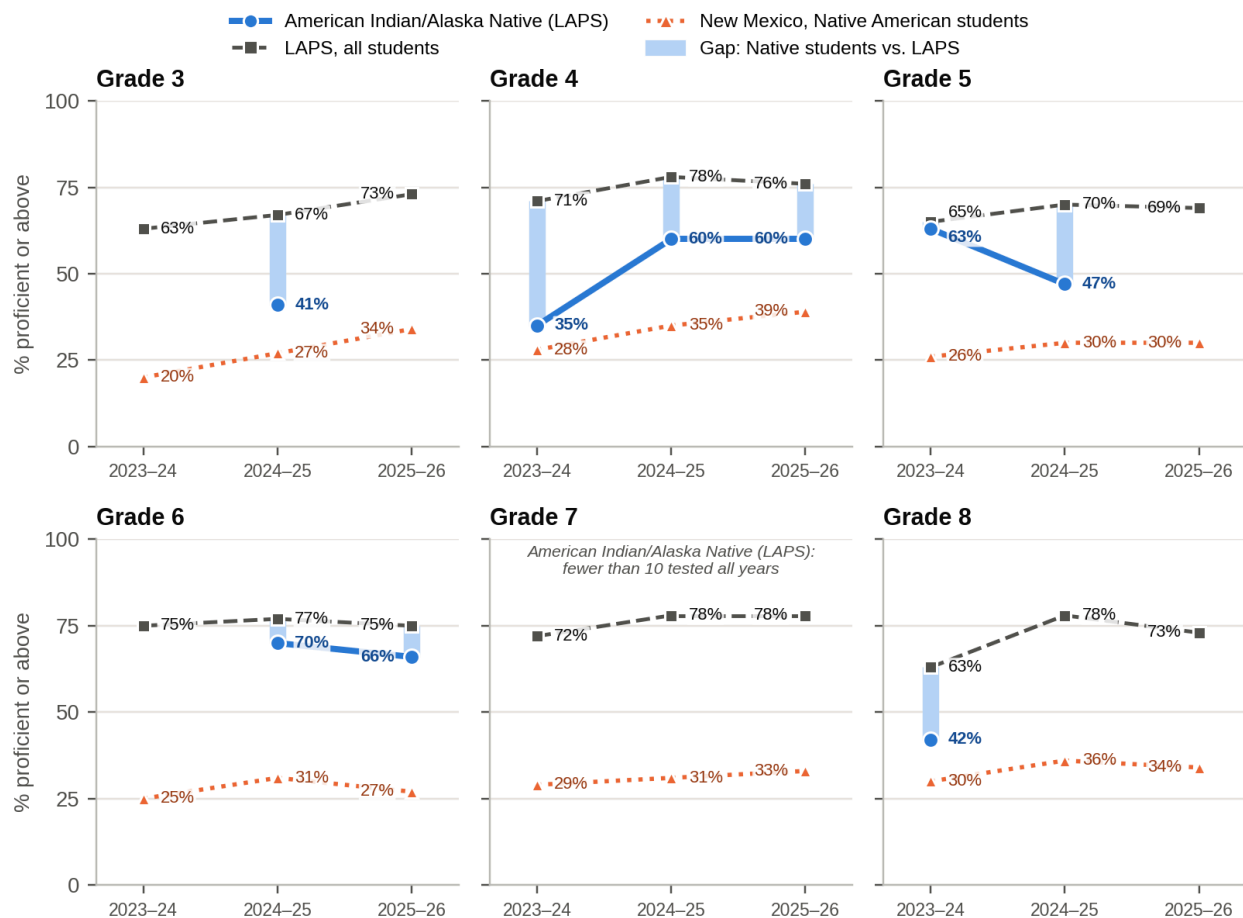


Table 3.2. English Language Arts (NM-MSSA): percent proficient or above by grade (data for Figure 3.2)

Grade	2023–24			2024–25			2025–26		
	LAPS Native	LAPS All	NM Native	LAPS Native	LAPS All	NM Native	LAPS Native	LAPS All	NM Native
3	*	63%	20%	41%	67%	27%	*	73%	34%
4	35%	71%	28%	60%	78%	35%	60%	76%	39%
5	63%	65%	26%	47%	70%	30%	*	69%	30%
6	*	75%	25%	70%	77%	31%	66%	75%	27%
7	*	72%	29%	*	78%	31%	*	78%	33%
8	42%	63%	30%	*	78%	36%	*	73%	34%

*Fewer than 10 students tested; result masked per 6.35.2.13 NMAC and the Family Educational Rights and Privacy Act (FERPA). LAPS Native = American Indian/Alaska Native students at LAPS; LAPS All = all LAPS students; NM Native = Native American students statewide.

Sources: LAPS achievement summaries; NMPED Achievement Data by Year.

Figure 3.3. Mathematics (NM-MSSA): percent proficient or above, grades 3–8



Table 3.3. Mathematics (NM-MSSA): percent proficient or above by grade (data for Figure 3.3)

Grade	2023–24			2024–25			2025–26		
	LAPS Native	LAPS All	NM Native	LAPS Native	LAPS All	NM Native	LAPS Native	LAPS All	NM Native
3	*	59%	14%	25%	58%	14%	*	64%	18%
4	14%	60%	15%	40%	64%	19%	47%	62%	17%
5	45%	60%	21%	27%	61%	21%	*	64%	24%
6	*	71%	17%	80%	75%	21%	33%	72%	21%
7	*	70%	14%	*	67%	16%	*	72%	16%
8	33%	52%	10%	*	55%	9%	*	53%	13%

*Fewer than 10 students tested; result masked per 6.35.2.13 NMAC and the Family Educational Rights and Privacy Act (FERPA). LAPS Native = American Indian/Alaska Native students at LAPS; LAPS All = all LAPS students; NM Native = Native American students statewide. Sources: LAPS achievement summaries; NMPED Achievement Data by Year.

Figure 3.4. Science (NM-ASR): percent proficient or above, grades 5, 8 and 11

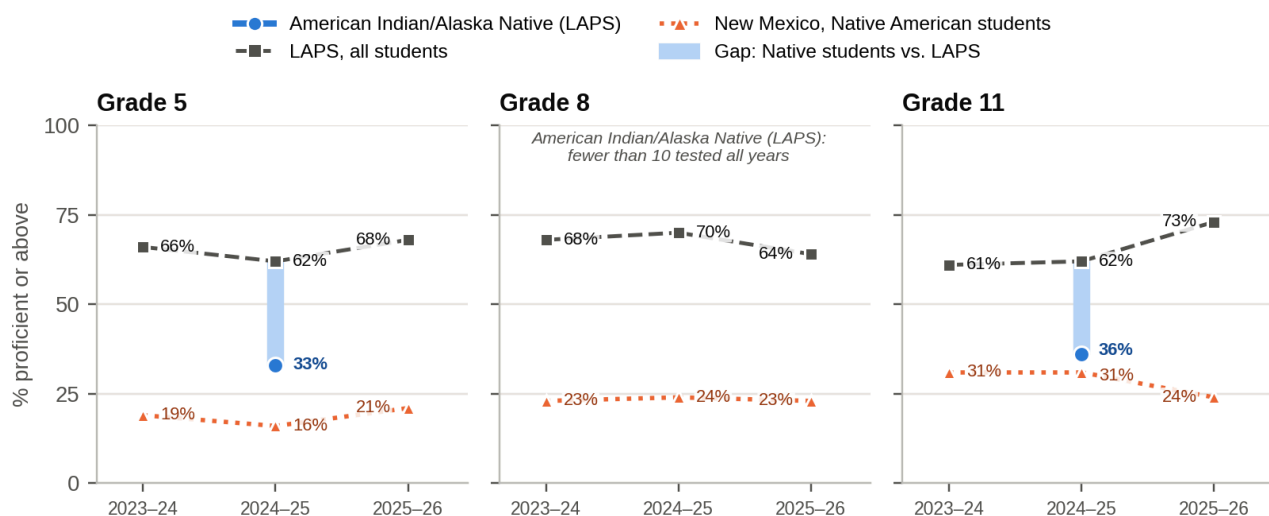


Table 3.4. Science (NM-ASR): percent proficient or above by grade (data for Figure 3.4)

Grade	2023–24			2024–25			2025–26		
	LAPS Native	LAPS All	NM Native	LAPS Native	LAPS All	NM Native	LAPS Native	LAPS All	NM Native
5	*	66%	19%	33%	62%	16%	*	68%	21%
8	*	68%	23%	*	70%	24%	*	64%	23%
11	*	61%	31%	36%	62%	31%	*	73%	24%

*Fewer than 10 students tested; result masked per 6.35.2.13 NMAC and the Family Educational Rights and Privacy Act (FERPA). LAPS Native = American Indian/Alaska Native students at LAPS; LAPS All = all LAPS students; NM Native = Native American students statewide. Sources: LAPS achievement summaries; NMPED Achievement Data by Year.

ACADEMIC INTERVENTION STRATEGIES AND INSTRUCTIONAL PROGRAMS

LAPS's 2024–2027 Strategic Plan sets the goal that 100% of students will meet or exceed grade-level expectations in early literacy, language arts, math, and science. The district's intervention strategies for Native American students support this goal at both the individual and the district level. At every grade level, the district offers one-on-one tutoring to Native students who request it. More broadly, the Strategic Plan calls for school-level teams to use student data to guide instruction through Professional Learning Communities (PLCs). These are teams of teachers who meet regularly to review student work and data and to plan how to meet each student's needs. Since the 2023–24 school year, secondary math teachers have received specialized training in the PLC process. Since 2024–25, the district has also supported grade-level PLCs in all core subjects at the elementary level. Because the PLC process keeps teachers focused on individual students rather than class averages, the district believes this closer attention has contributed to Native students' success, including the 15-point gain in math proficiency in 2025–26. Given the small number of Native students tested, the district will continue to watch whether these gains hold over several years.

4. School Safety

Los Alamos Public Schools is dedicated to providing a safe and supportive learning environment for all students. The district's vision that 100% of students will meet or exceed expectations in Social-Emotional Wellbeing and Civic Responsibility is central to this work. LAPS recognizes that school safety begins with clear expectations for students and adults, combined with a culture of care that promotes positive behavior and addresses problem behavior with a supportive approach.

To create and consistently reinforce clear behavioral expectations, the district has implemented Safe and Civil Schools Foundations in every school. This program uses a collective, collaborative, and consistent approach to developing and maintaining school-wide expectations. It covers everything from teaching students what is expected during assemblies to training staff to actively engage with students while supervising passing periods. The result is a consistent, predictable school environment for students and staff.

When negative behaviors do occur, the way staff and administrators respond has an important effect on the outcome. In 2025–26, building on the high school pilot, staff put restorative practices in place to build community and began using them in targeted student discipline situations as students and staff became comfortable with the approach. Restorative practices focus on repairing harm and rebuilding relationships rather than only on punishment, which supports the district's Strategic Plan goal that every school demonstrate competency with restorative practices.

CULTURALLY INFORMED PRACTICES

The district's Native American Student Support Specialist helps ensure that school responses to student behavior take Native American students' cultural backgrounds into account. The Specialist takes part in attendance, Student Assistance Team, and other support meetings. The Specialist also helps school administrators understand the unique challenges some Native American students face, including challenges that may lead to discipline situations. Visits from tribal leaders, such as the 2025–26 visits from the Pueblo of Santa Clara and the Pueblo de San Ildefonso (see Section 7), reinforce for students that their wellbeing is a shared priority of their tribal communities and the district.

SOCIAL-EMOTIONAL WELLBEING

LAPS, in collaboration with the Public Education Department, uses the Panorama Survey, a nationally benchmarked survey, to gather feedback from students, families, and staff. Students in grades 3–12 take the survey twice a year. It measures student perceptions of school climate, school safety, self-management, and sense of belonging. Approximately 40 Native American students across grades 3–12 responded in spring 2026. Because this group is small, results can shift noticeably from one survey to the next.

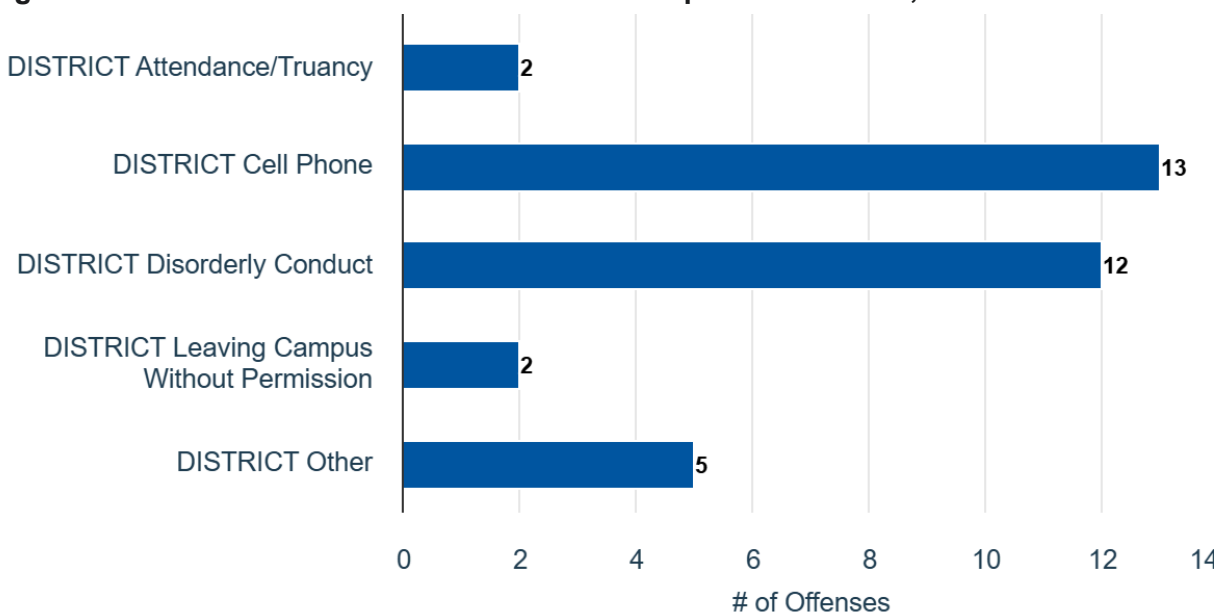
In grades 6–12, Native American students reported the most positive results of any student group in all four areas, and they were well above the district average in sense of belonging (57% vs. 47%) and school safety (74% vs. 68%). In grades 3–5, Native American students reported strong self-management (81%, above the district's 79%), but their results for school climate (49%) and school safety (69%) were the lowest of any group. Their sense of belonging (56%) was slightly below the district average. These elementary results show an area where the district will focus attention in the coming year.

Table 4.1. Spring 2026 Panorama Survey Results

	School Climate		School Safety		Self-Management		Sense of Belonging	
	3-5	6-12	3-5	6-12	3-5	6-12	3-5	6-12
District	55%	41%	74%	68%	79%	76%	58%	47%
Native American	49%	46%	69%	74%	81%	81%	56%	57%
Asian	54%	45%	80%	72%	88%	79%	57%	49%
African American	52%	40%	83%	67%	79%	77%	75%	45%
White	57%	39%	75%	66%	80%	77%	57%	46%
Multi-Racial	53%	42%	72%	68%	76%	72%	59%	48%

REPORTED DISCIPLINE INFRACTIONS

Figure 4.1. 2025-26 Native American Student Discipline Infractions, District-Wide



Native American students across the district had a relatively low number of discipline infractions. None rose to the level of required state reporting, and district-level infractions were minimal. The most common infraction was student cell phone use during the school day. This matches a districtwide increase in 2025–26, as schools enforced new state laws on student cell phone use.

SCHOOL SAFETY PROTOCOLS

LAPS has adopted the Standard Response Protocol (SRP) in every school, so students experience a consistent set of safety drills and procedures as they move through the grades. All drills during the year, including evacuation (fire), shelter-in-place, and lockdown drills, followed the SRP.

In 2025–26, the district trained administrative staff in crisis intervention and threat assessment protocols, including for situations involving a risk of self-harm or harm to others.

5. Graduation Rates

Graduation is a critical milestone for students and the ultimate indicator of the district's vision for 100% of students to be on track in Academic Excellence, Social-Emotional Wellbeing, and Civic Responsibility.

Table 5.1. Four-Year Cohort Graduation Rates

Cohort	22-23	23-24	24-25
All Students - Los Alamos Public Schools	97%	94%	97%
All Students - New Mexico	77%	78%	81%
Native American Students - LAPS	100%	*	*
Native American Students - New Mexico	75%	74%	78%

**Values with fewer than 10 students are masked according to the Family Educational Rights and Privacy Act (FERPA).*

LAPS students graduate at a higher rate than the state average. Because the number of Native American students in each graduating cohort is small, LAPS Native American graduation rates are often masked. Every Native American graduate has a meaningful effect on the district's graduation rate, and each student's needs are considered individually as they are supported toward graduation. In May 2026, ten Native American seniors were honored at the annual Sash Ceremony before graduating with the Class of 2026 (see Section 7).

Individualized plans are created for students at risk of dropping out, through either the student's Individualized Education Program (IEP) team or the Student Assistance Team process. In the 2024–25 school year, Los Alamos High School added "What I Need" (WIN) time to the school day. WIN gives every student a chance to receive tutoring and enrichment and to connect with clubs and other organizations during the school day, with the goal of keeping students from falling behind academically.

6. Attendance

Regular attendance is fundamental to student success. Los Alamos Public Schools uses a model that prioritizes early intervention with students and families when concerning attendance patterns begin to appear. Interventions are tailored to each student's and family's situation. Counselors meet with students to address the underlying causes of absences and to create an environment that supports regular attendance. The district's Native American Student Support Specialist works with Native American families and students to identify barriers to attendance and connect them with resources. Schools also partner with community organizations such as the Los Alamos Juvenile Justice Advisory Board (JJAB), which offers case management for families, referrals for counseling and mental health care when needed, and connections to other supportive services in the community.

CHRONIC ABSENTEEISM

Figure 6.1. Chronic absenteeism, 2023–24 to 2025–26

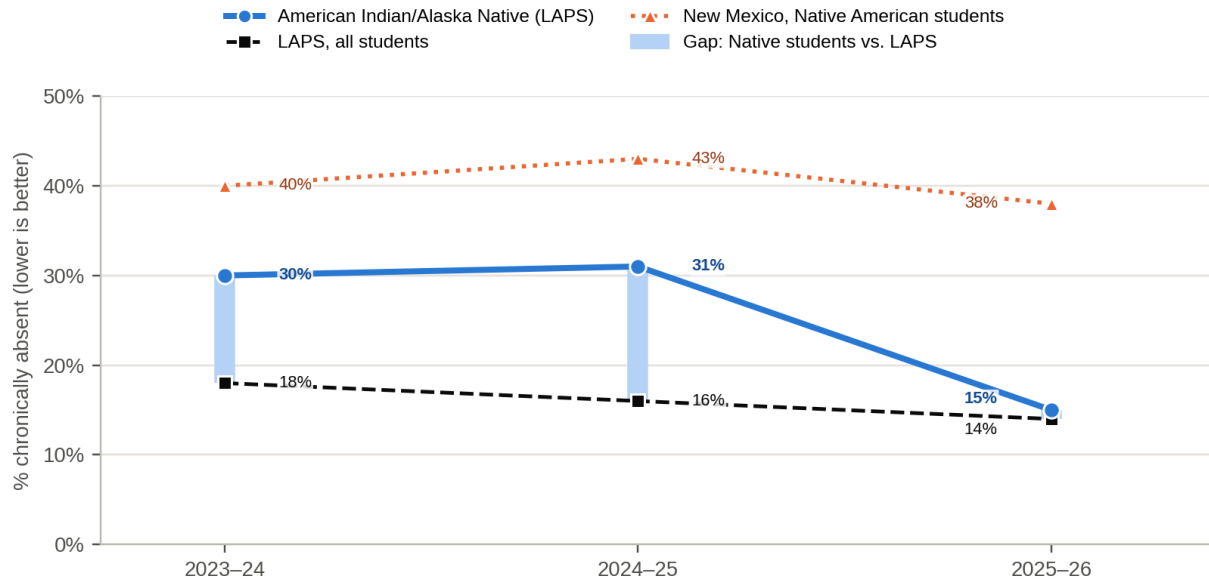


Table 6.1 Chronic Absenteeism (Students Missing More Than 10% of School Days)

	New Mexico			Los Alamos		
Ethnic Group	23-24	24-25	25-26	23-24	24-25	25-26
All	30%	33%	31%	18%	16%	14%
White	23%	26%	25%	19%	14%	11%
Hispanic	31%	34%	33%	24%	20%	19%
Black	28%	32%	30%	21%	17%	7%
Asian	13%	15%	14%	12%	8%	8%
Native American	40%	43%	38%	30%	31%	15%

Source: [PED Annual State, District, and Schools Attendance Report](#).

Chronic absenteeism among LAPS Native American students dropped sharply in 2025–26, from 31% to 15%. This is the largest improvement of any student group, and it brings Native students nearly even with the district as a whole (14%). Over the past three years, LAPS Native students have also had consistently lower chronic absenteeism than Native students statewide, whose rate was 38% in 2025–26. Because the number of Native students at LAPS is small, the district will watch whether this improvement holds over the next several years.

7. Parent and Community Involvement

Strong partnerships with Native American families and tribal communities are essential to the success of Native American students. This section describes how LAPS works with families, the Native American Parent Advisory Council, and tribal leaders.

NATIVE AMERICAN PARENT ADVISORY COUNCIL (NAPAC)

NAPAC advises the district on the education of Native American students, as required under Title VI of the Elementary and Secondary Education Act (20 U.S.C. 7401 et seq.). NAPAC helps ensure that district programs are culturally and linguistically relevant and consistent with the New Mexico Indian Education Act and District Policy 6147. Members take part in the design, operation, and evaluation of Title VI programs. They also review the district's Indian Policies and Procedures each year and serve as a link between Native American families and the district.

NAPAC meets on the first Wednesday of each month during the school year. In 2025–26, meetings were held on September 3, October 1, November 5, and December 3, 2025, and on January 7, February 4, March 4, April 1, and May 6, 2026.

Table 7.1. NAPAC Leadership 2025-26 School Year

Role	Name	Term
Chair	Darren Harvey	Elected Fall 2022
Vice Chair	Miranda Kitts	Elected Fall 2024
Secretary	Jacqueline Griego	Elected Fall 2025
Student Representative	Liliana Griego	Appointed Fall 2025

WELCOME BACK DINNER

The annual Welcome Back Dinner for Native American families was held on September 3, 2025, at a centrally located elementary school. The evening opened with a blessing in the Diné language. Families learned about NAPAC, Title VI tutoring, Native American clubs, and opportunities to volunteer or serve as guest speakers. They also completed a short questionnaire about their interest in these opportunities. District leaders in attendance included the Superintendent, Assistant Superintendent, Director of Inclusive Schools, Native American Student Support Specialist, and NAPAC Vice Chair.

TRIBAL LEADERSHIP VISITS

Tribal leaders visited LAPS twice during the year to meet with their students.

February 23, 2026, Pueblo of Santa Clara. The Lt. Governor, the Deputy Director of the Department of Youth & Learning, and the Outreach Coordinator met with enrolled Santa Clara students. They offered cultural and academic guidance and shared resources and support

services available through the Pueblo's Education Department. Each student received a gift tote bag.

March 23, 2026, Pueblo de San Ildefonso. The Governor, Lt. Governor, Education Director, and education department staff met with eight San Ildefonso middle and high school students at Los Alamos High School. The LAPS Superintendent, Assistant Superintendent, a school counselor, parents, and the Native American Student Support Specialist also attended. Each tribal leader shared a personal story of perseverance from their own school years, and the group talked about students' cultural and educational responsibilities.

These visits show students that their academic, cultural, and social-emotional wellbeing is a shared priority of their tribal leaders and the district.

2026 NATIVE AMERICAN SASH CEREMONY

On May 6, 2026, ten Native American seniors from Los Alamos High School were honored at the annual Sash Ceremony, held at the University of New Mexico—Los Alamos. The graduates were affiliated with the Diné, Hopi, Maliseet, Mi'kmaq, and Penobscot Nations and the Pueblos of Nambé, Pojoaque, San Ildefonso, Santa Clara, Tesuque, and Ysleta del Sur. Each received a hand-woven sash, which they wore at graduation on May 23. All ten sashes were designed and woven by Mr. Christopher Velarde, a traditional belt and sash weaver and a member of the Jicarilla Apache Nation with Santa Clara Pueblo heritage. Mr. Velarde explained the meaning of the sash's design and colors through traditional storytelling.

Chosen together with the senior class, the Tewa Dancers from the North performed the Eagle Dance in honor of the graduates. The group was founded in 1974 by the late Andrew Garcia Sr. to give young people a positive path through traditional song, dance, and regalia making. About 120 family members, friends, local Pueblo and tribal leaders, School Board members, and district staff attended. The Superintendent served as Master of Ceremonies.

NATIVE AMERICAN STUDENT SUPPORT WEBSITE

The Native American Student Support website, found under "Families and Students" on the LAPS website, keeps families, students, and teachers connected. It includes:

- A calendar of events
- A tutoring request form and information on other academic supports
- Information on the Peer Mentorship Program, scholarships, clubs, the Native Voices Book Club, guest speakers, field trips, and the Sash Ceremony
- Teaching resources, including the New Mexico Indigenous Instructional Scope 2.0
- NAPAC agendas and minutes

8. Educational Programs Targeting American Indian and Alaska Native Students

LAPS offers the following academic and cultural programs for Native American students. Several of them are also open to non-Native students and staff, to build understanding of Indigenous cultures across the district.

TITLE VI ONE-ON-ONE TUTORING

Title VI tutoring gives Native American students academic support tailored to their individual needs. Every Native American student in grades K–12 can take part, and families who choose to participate request tutoring through a form on the Native American Student Support website. The Native American Student Support Specialist then arranges sessions with a tutor. Participating students may receive up to two hours per week of one-on-one tutoring, in person or online, before or after school. Tutoring is paid for with Title VI funds (see Section 9).

NATIVE AMERICAN PEER MENTORSHIP PROGRAM

The Peer Mentorship Program helps Native American students at Los Alamos High School feel connected and supported, especially incoming freshmen and students new to LAPS. Experienced Native American students serve as mentors and are paired with newer students. Mentors and mentees connect through regular check-ins, group activities, and one-on-one meetings. Mentors answer questions, share study tips, connect mentees with resources, and help them set and reach their goals. The program aims to strengthen academic success, cultural connection, self-esteem, sense of belonging, and leadership. Mentors also build their own leadership and communication skills while giving back to the Native community.

NATIVE AMERICAN CLUBS

Native American clubs at Mountain Elementary, Los Alamos Middle School, and Los Alamos High School welcome both Native and non-Native students. The clubs build pride, identity, and leadership while connecting members to Indigenous values, traditions, and history.

About 25 students belong to the Los Alamos High School Native American Cultural Club, which meets monthly during WIN time. In February 2026, members attended American Indian Day at the New Mexico State Capitol for the sixth year in a row. There they met with State Senator Leo Jaramillo and State Representative Christine Chandler and attended a Santa Fe Indian School luncheon featuring traditional music and dance.

About 12 students belong to the Los Alamos Middle School Native Hawk Club, which meets weekly at lunch. In April 2026, the middle and high school clubs traveled together to the Gathering of Nations Pow Wow in Albuquerque, building relationships across grade levels.

About 20 students attend the Mountain Elementary Native American Club's monthly meetings. This year, Native American members formed a student council that helped choose the club's activities and lessons and guided non-Native ally members.

RIBBON SKIRT AND SHIRT WORKSHOP

In October 2025, LAPS held a Ribbon Skirt and Shirt Workshop to share Indigenous cultural knowledge through hands-on learning. More than 45 Native and non-Native students took part, and each made their own ribbon skirt or shirt: 26 skirts and 19 shirts in all. The workshop was co-led by a district family who shared their intergenerational knowledge of ribbon regalia. District staff volunteered their time, sewing machines, and sewing skills, and local businesses donated materials.

NATIVE KNOWLEDGE KEEPERS AND GUEST SPEAKERS

LAPS invites Native knowledge keepers to give students accurate, first-hand perspectives on Native lifeways, language, culture, and history. On January 20, 2026, Mr. Christopher Velarde, a weaver, storyteller, and Tewa language instructor, visited Mountain Elementary. He shared three traditional stories about the connections among land, environment, and community. Afterward, a teacher reported that students chose their favorite story and wrote about it in their journals.

NATIVE VOICES BOOK CLUB AND AUTHOR VISIT

The Native Voices Book Club helps LAPS educators understand Native cultures accurately and bring culturally responsive practices into their teaching. This year, the club's 72 members, who include teachers, librarians, administrators, and School Board members, met three times to read works by Ojibwe author Dr. Anton Treuer. In November 2025, Dr. Treuer visited LAPS to kick off Native American Heritage Month. He spoke with a Southwest Narratives class, Native American students, book club members, and the community. About 90 Southwest Narratives students read his novel *Where Wolves Don't Die* and discussed it with him. The district bought 50 copies of *Everything You Wanted to Know About Indians but Were Afraid to Ask* for book club members and 40 copies of *Where Wolves Don't Die* for the course.

9. Financial Reports

Los Alamos Public Schools receives funding to support Native American students from two federal sources, the Indian Education Formula Grant (Title VI) and Impact Aid, and from the State of New Mexico through the Indian Education Act. The table below summarizes this funding for the 2025–26 school year.

Table 9.1. Funding supporting Native American Students, 2025-26

Funding Source	Amount
Indian Education Formula Grant	\$18,403
Impact Aid Indian Education	\$336,848
Indian Education Act Competitive Grant	\$60,619
Total	\$415,870

Indian Education Formula Grant (Title VI) funds were used mainly for one-on-one tutoring, which every Native American student in the district may request. These funds also supported enrichment and community-building activities for Native American students, as well as staff and student book studies, including the Native Voices Book Club and an author visit and book talks for staff and students.

Indian Education Act funds paid the salary and benefits of the district's full-time (1.0 FTE) Native American Student Support Specialist from March through May 2026. The Specialist serves Native American students and families across all schools.

Impact Aid is received because of the tribal lands within the district's boundaries. These funds support staffing through the general fund, which serves all students, including Native American students.

Spending decisions are guided by input from the Native American Parent Advisory Council (NAPAC) and the needs of Native American students.

10. Current Status of Federal Indian Education Policies and Procedures

Los Alamos Public Schools receives federal Impact Aid funds because of the tribal lands within its boundaries. Districts that receive these funds must adopt Indian Policies and Procedures (IPP), which are adopted at LAPS as Board Policy 6147. The IPP describes how the district shares program information with Native American families and tribal leaders, seeks their input, and ensures Native students participate equally in district programs.

Each year, the IPP is reviewed with the Native American Parent Advisory Council (NAPAC) at its meetings leading up to Board adoption. The School Board meeting at which the IPP is considered also serves as the public hearing. The district works with NAPAC and the NMPED Indian Education Division throughout this annual review. The 2025–26 review resulted in no substantive changes to the IPP.

For the 2025–26 school year, all required signatures were obtained, and the School Board

approved and adopted the IPP on November 18, 2025. The IPP was submitted with the district's Title VI application for 2025–26 and is posted as Policy 6147 with the district's Board Policies and Regulations.

The review of the IPP for the 2026–27 school year is now underway, and the district expects it to be fully signed and complete.

11. Dropout Prevention and Attendance Initiatives

Table 11.1. Native American Student Dropout Rate, Los Alamos Public Schools

23-24	24-25	25-26
*	*	*

**Values with fewer than 10 students are masked according to the Family Educational Rights and Privacy Act (FERPA).*

The number of Native American students who drop out of Los Alamos Public Schools is too small to report. When a student decides to drop out, the decision is rarely based on the moment at hand. More often it is the result of years of academic struggle, social challenges, and a lack of belonging at school. To address this, LAPS provides a system of targeted supports tied to the district's three focus areas of Academic Excellence, Social-Emotional Wellbeing, and Civic Responsibility. These supports include:

- **Saturday School**, to make up missed work
- **Credit Recovery**, for students who missed class or key learning that must be completed before they can earn credit
- **Topper Virtual Academy**, which offers flexible online courses for earning original credit
- **"What I Need" (WIN) time**, when students get direct academic support from their teachers during the school day
- **One-on-one tutoring**, arranged by the Native American Student Support team outside the school day
- **The Native American Peer Mentorship Program** (see Section 8), which pairs experienced Native American students at Los Alamos High School with new or incoming Native students

Native American students often navigate a school culture that does not fully reflect their own background. The Native American Student Support Specialist takes part in Individualized Education Program (IEP), Section 504, attendance, and Student Assistance Team meetings. In those meetings, the Specialist supports students and families in advocating for themselves and helps them navigate processes for getting support that can sometimes be complicated. The Specialist also helps school administrators understand the unique challenges some Native American students face, including challenges that may lead to discipline situations. Student clubs, including the Los Alamos High School Native American Cultural Club and the Los Alamos

Middle School Native Hawk Club, give Native American students a supportive place to build friendships and community.

12. Public School Use of Variable School Calendars

Los Alamos Public Schools does not use a variable school calendar. However, the district attendance policy allows families to receive excused absences for religious and cultural observances that fall on school days, and these observances are taken into account when the district reviews student absenteeism.

The district maintains a multicultural calendar that lists cultural and religious events for many communities. This calendar is shared with school staff so they can plan for and support students who miss class for cultural or religious reasons. In addition, the district's Native American Student Support Specialist reaches out to local Pueblos and Tribes to include their community events on the Native American Student Support website, which serves both Native students and their teachers.

Members of the Native American Parent Advisory Council (NAPAC) provide input, context, and guidance to help the district balance cultural and community events with the school year. The goal is to allow Native American students to honor their cultural traditions while keeping the impact on their learning as small as possible.

13. Tribal Consultation

Although LAPS is not required to hold formal tribal consultation, the district met regularly with Native American families, the Native American Parent Advisory Council (NAPAC), and tribal leaders during the 2025–26 school year. Families and tribal partners emphasized access to academic support and tutoring, cultural programming and connection for students, and ongoing communication between the district and Native American families.

Table 13.1. Tribal and Community Engagement Highlights, 2025–26

Date	Meeting or Event	Participants	Topics
First Wednesday of each month, September 2025–May 2026	NAPAC monthly meetings	NAPAC officers and members, Native American families, LAPS Native American Student Support staff, district administrators	Title VI program and tutoring, upcoming cultural events, annual review of Indian Policies and Procedures

September 3, 2025	Native American Families Welcome Back Dinner	Native American families; LAPS Superintendent, Assistant Superintendent, NAPAC officer, Native American Student Support staff, district staff	Introduction to NAPAC, Title VI tutoring, Native American clubs, and volunteer opportunities
November 18, 2025	LAPS School Board meeting: approval and adoption of Indian Policies and Procedures	LAPS School Board, district administration, NAPAC representatives	Annual review, approval and adoption of the district's Indian Policies and Procedures (Policy 6147)
February 23, 2026	Pueblo of Santa Clara visit with Santa Clara students	Pueblo of Santa Clara Lt. Governor, Deputy Director of the Department of Youth & Learning, Outreach Coordinator; enrolled Santa Clara students	Cultural and academic guidance; tribal resources and support services for students
March 23, 2026	Pueblo de San Ildefonso visit with San Ildefonso students	San Ildefonso Governor, Lt. Governor, Education Director and education department staff; LAPS Superintendent, Assistant Superintendent, school counselor, parents, Native American Student Support staff	Students' cultural and educational responsibilities; tribal leaders' stories of academic, cultural and social perseverance
May 6, 2026	Annual Native American Sash Ceremony	Graduating Native American seniors and their families; local Pueblo and tribal leaders; LAPS Superintendent, Assistant Superintendent, School Board members, administrators and staff; NAPAC Chair	Honoring the Class of 2026 Native American graduates.

14. Indigenous Research and Evaluation Measures for Effective Curricula for American Indian and Alaska Native Students

CURRICULUM SELECTION AND EVALUATION

Los Alamos Public Schools follows the New Mexico Public Education Department's process for adopting High Quality Instructional Materials (HQIM). HQIM are comprehensive, content-rich materials that are culturally relevant, free of bias, and aligned with state standards. Before materials are adopted, they are reviewed by diverse teams of teachers using the NMPED-led evaluation process. Each year, members of the Native American Parent Advisory Council (NAPAC) are invited to review the materials being considered by the district's curriculum adoption committees. This gives Native families a voice in what students will learn.

After materials are adopted, evaluation continues in teachers' Professional Learning Communities (PLCs). In PLCs, teachers review student work and assessment data, discuss the needs of individual students, and consider how well materials connect to local issues and cultures, including those of the Pueblos, Tribes, and Nations in our community.

CULTURALLY RESPONSIVE CURRICULUM IN PRACTICE

The Southwest Narratives course at Los Alamos High School has a multi-year history of teaching the literature, history, and perspectives of the region, including Indigenous voices. New materials are reviewed for inclusion each year, and students have a voice in selecting readings and designing projects. In 2025–26, approximately 90 students read *Where Wolves Don't Die* by Ojibwe author Dr. Anton Treuer and met with the author during his November visit. One Native American senior used her Southwest Narratives project to research and present the history of traditional ribbon regalia.

Indigenous knowledge keepers also bring Native perspectives into classrooms. After a local tribal elder shared traditional stories at Mountain Elementary, teachers reported that students chose their favorite story and wrote about it in their journals. For staff, the Native Voices Book Club gave 72 educators the opportunity to learn from Native authors and to bring those perspectives into their teaching.

RESULTS AND NEXT STEPS

The New Mexico Indigenous Instructional Scope 2.0 has been made available to all teachers through the Native American Student Support website, but it has not yet been the focus of formal training. To support consistent use, the district's Native American Student Support Specialist is planning teacher training on the Instructional Scope 2.0. The district will continue to use student assessment results, NAPAC input, and student feedback to guide curriculum decisions for Native American students.

15. Access to Native Language Programs

LAPS recognizes the importance of Native language preservation and instruction for the Pueblos, Tribes, and Nations whose students we serve.

NATIVE LANGUAGE PROGRAMMING

LAPS does not currently offer Native language courses, and no Native language curriculum is in use. As a result, the district does not have a Native-language-specific curriculum to evaluate.

520-CERTIFIED INSTRUCTORS

LAPS currently employs no instructors who hold the New Mexico Native American Language and Culture (520) certificate.

STATE SEAL OF BILINGUALISM-BILITERACY

LAPS offers students the opportunity to earn the New Mexico State Seal of Bilingualism-Biliteracy. The Seal is offered in the world languages taught at Los Alamos High School. Students may also earn the Seal in a Native language when their Pueblo, Tribe, or Nation certifies their language proficiency. To date, no LAPS Native American student has earned the Seal in a Native language.

16. Appendices

None included.