

Review of the PED defendant's status report
Chenoa Bah Stilwell-Jensen, PhD
November 8, 2025

Critical Need 3: Equitable Access to Academic, Social, Well-Being, and Behavioral Services
Core Issue #3: Social, Well-Being, and Behavioral Supports

Direct quote from report, pg. 98

Social and well-being supports serve the mental, physical, and social health and wellness needs of students and their families. Social and well-being supports include social– emotional learning programs, counseling, therapy, social work, and additional behavioral health services. Behavioral supports help students engage safely and collaboratively in the school community. Behavioral supports create a cohesive learning environment. Appropriate behavioral supports for students with disabilities, English Learners, Native American students, and economically disadvantaged students take into account their specific behavioral challenges and respond to their unique identities and needs. To provide behavioral supports that are both high-quality and culturally appropriate, educators and staff must be trained, and families and communities need to be consulted as to what constitutes culturally responsive discipline and justice models. Equitable behavioral supports also address stressors such as housing, food, and healthcare instability. Social, well-being, and behavioral supports are central to academic performance, and they help students build life skills. Input collected from in-person and online community engagement events around the state yielded concerns and suggestions regarding social, well-being, and behavioral supports. **This input has been analyzed and synthesized into the themes described in Table 10.**

Chenoa Bah Critique:

The final report from NMPED insufficiently addresses the core areas of Critical Need 3 for students with disabilities, English learners, Native American students and economically disadvantaged students. I reviewed this section of the report for key terms that emerged from community people, educators, Tribal leaders, ... such as:

- 1) cultural safety/cultural humility
- 2) social emotional wellbeing
- 3) love
- 4) intercultural communication skillsets (such as empathy, deep listening, compassion, narrative based connections – such as tenants from Narrative Based Medicine and Motivational Interviewing)
- 5) cultural identity
- 6) safety and sense of belonging (the only mention was school safety and for a culture survey but not for the support for students and not in terms of feeling safe for students and families – bullying prevention, cyber bullying) and activities that promote belonging and connection with the school, academics and heritage engagement such as school based and community based cultural celebrations, cultural dance groups/clubs, field trips to diverse cultural places in New Mexico (i.e.- museums, art galleries, civic engagement, ...), land based learning for holistic wellbeing (i.e.- school gardens, community based farms and gardens, experiential learning through low and high ropes courses (disability abled supports), walking trails, mountain hikes, equine assisted learning, ...)

- 7) no mention of cultural values for each of the populations, no inclusion of the heritage languages in this section to support cultural relevancy in the diverse services (Tewa, Towa, Tiwa, Keres, Zuni, Mescalero Apache (Chiricahua and Lipan), Jicarilla Apache (Abaachi) and Diné)
- 8) cultural wellness activities
- 9) community based knowledge keepers as resources for the schools (NMPED's NM Native American Language and Culture certification was not mentioned in any of the reports) <https://web.ped.nm.gov/bureaus/indian-education/nm-native-american-language-and-culture/>

The newest report only adds a few more actions in the tables for Critical Need 3: Equitable Access to Academic, Social, Well-Being and Behavioral Services. The actions from NMPED are meant to provide key corrective action yet the focus is disparate and does not provide any depth of the necessary details for the court case, students or families nor would a superintendent, principle or teacher even be able to approve of this plan. NMPED plan is confusing and does not fully address the vital aspects of holistic well-being or culturally relevant specific information for the following:

- 1) piloting BH school programming (only in 7 school districts- not equitable for all of NMPED's school districts)
- 2) a survey (has this survey been used before? If so what were the previous results? Were they shared with Pueblos, Tribes and Native Nations leaders and Tribel Education Departments?), and
- 3) trainings, monitoring, technical assistance with IDEA, timely identification and evaluation of students with disabilities (this is legally a current mandate, what will NMPED do to achieve this that is different than they are already mandated to do? There are no details or specifics from other national school districts or state public education department plans and actions, the lack of detail hinders the intention of this action and leaves students, families and teachers in a bind without a thorough, detailed approach)
- 4) reduction of restraint and seclusion and disciplinary removals (how often is this occurring and where? What is their current approach and what are the next steps to support this approach? Why does is this focused on punitive approaches rather than supportive wrap around support services? Again, there should be several best practices referenced here to indicate how other schools are supporting students. There are no specifics)

Approximately 1,000 community members provided ideas, recommendations, challenges/barriers and innovative practices and resources. Yet, only a few statements/recommendations/challenges/barriers were provided with actions that suggest several pilot studies, surveys and trainings for staff and not for children. Several pages in the 3 year sequenced action plan were shared on transportation and technology, while often sounding repetitive rather than innovative and thoroughly thought through for academic and student support (even refurbishing of technology – with all of the millions of dollars devoted to addressing this why are they refurbishing equipment? Does Los Alamos School District do this? I believe they have the best and most up to date equipment for their students in their most well off community in the state. Braid the resources with technological entities that can support with matching funds or fund the new equipment that is equitable with other school districts).

There are only a few additional details that changed from the first draft of the plan and to the second draft. I was shocked to see limited details in the second plan on social supports, wellness and behavioral health structure within the NMPED system. Why were two major contractors paid \$500,000 total to complete a final draft of the plan when it is still missing so many vital details? It was surprising to hear that both WestEd and LANL received \$250,000 each from tax payer funding rather than NMPED's budget. As a community member stated the report is shallow and is not complete. How could so much money be spent on these two contractors when they did not even fulfill the true intent of their scope of work? They disregarded the full extent of the #9 Health and Wellness and School Climate section (only a few points were conveyed in the chart and in the concluding page of Critical Area #3) and of the community voices from the statewide meetings.

The final report did not share a majority of the regional community listening sessions in the community feedback section of each critical area. Only a few of the community responses were shared in the Critical Area #3: Equitable Access to Academic, Social, Well-Being and Behavioral Services. With even more limited PED Action statements connected to those community members statements. Many people drove far from the Pueblo, Tribal and Native Nations to the PED selected regional sites. None were scheduled on any Pueblo, Tribal or Native Nation lands. The community meetings were in border towns and urban areas. After many diverse individuals, families, teachers, educational leaders and Tribal leaders shared their feedback, hardly any of their reflections, needs, areas of corrective action recommendations were provided in the final report. This feels like NMPED dismissed the comments so they will not be held accountable for all of the amazing feedback provided by the community members. Wilhelmina Yazzie and the legal team should have access to all of those responses since there were multiple notetakers, hard copy feedback forms and post it notes placed on posters throughout each of the community meetings. NMPED should have created thematic textual analysis of each regional meeting to learn about the themes that emerged from each site with issues relevant to each respective site. All we are reading in their final report is what NMPED wishes to work on through a culture survey, a behavioral health pilot (only in 7 schools) and trainings for teachers. None of the ideas from NMPED shared the amount allocated for each project/pilot, training, technology, or programming with staff in this section. Also missing was a list of the NMPED schools and their current behavioral health and student support services staff. Community members cannot share ideas or recommendations when they cannot see the full picture of the current state of wellness, behavioral health models, curriculum and staffing. As one community member stated, the plan looks like a recipe but does not share the ingredients to achieve the completion of the recipe. Rather than reply to the direct needs shared by community members, NMPED focused on their own objectives and not complying with the court order to listen to the communities and create a new plan that addresses their needs. An example of missing information that was provided by community members is the idea of using the Yazzie/Martinez Act funding to train and hire Community Education Pathway Navigators for each school. These navigators would serve as a liaison between each student, their family and the school (staff, teachers and leadership). The model would be similar to the Tribal Community Health Representative (CHR) process of a trained person conducting home visits learning about the strengths and needs of each student and family member. This is a key point for student centered care and family centered care. The

navigators would share the strengths and needs of the students with the school through a care plan that would indicate areas for warm hand offs, referrals for social needs and honoring all that is going well at home (not just focused on deficits but ways to support their needs) for housing, food access, transportation, emotional and cultural wellbeing. This idea was shared at several of the regional meetings but was not included in the final plan. It is demeaning and demoralizing to not include all of the valuable information provided by the community members. This act alone of purposefully excluding important feedback feels like there is a hostile outlook of supporting all of the students in the plan.

What's additionally missing from the report:

- 1) A bundling, gathering, sharing of the details for and with Pueblo, Tribal and Native Nation centered on culturally designed curricula, trainings, educational, culturally relevant behavioral health modalities, student support service wellness models, and other best practices that NMPED is presently using or will plan to work with Tribal education programs and Tribal leaders (this was missing during the recent Indian Education Summit)
- 2) No mention of the agenda and feedback on the recent NM State Government to Government Indigenous Education Summit, October 16, 2025 at Buffalo Thunder (Governor Lujan-Grisham left after the early morning) (Tribal leaders were given brief notice from NMPED on the date and participation for the summit so many did not attend) (referencing briefly pg. 3 without other major emphasis in the report. This is legal mandate to honor Tribal sovereignty and the Indian Education Act and the NM State Tribal Consultation Act).

The following actions were not met during this summit. There was no input on the details shared below from NMPED rather the agenda was already set without consultation from the Tribal leaders and Tribal education departments. Only a brief time on the agenda was allotted to the Yazzie/Martinez Act, instead of providing the whole day to the legal accountability for reflection, feedback, critique and action steps. This served as a missed opportunity to discuss the student wellness and behavioral health actions in the report. There was no respectful or formal consultation which opposes the mandate listed below...

- Pursuant to the [**Indian Education Act \(IEA\) Act22-23A-5**](#), the secretary and assistant secretary shall convene semiannual government-to-government meetings for the express purpose of receiving input on education of tribal students.
 - Pursuant to the [**Indian Education Act \(IEA\) 22-23A-6**](#), on a semiannual basis, representatives from all New Mexico tribes, members of the commission, the office of the governor, the Indian affairs department, the legislature, the secretary, the assistant secretary and the Indian education advisory council shall meet to assist in evaluating, consolidating and coordinating all activities relating to the education of tribal students.
- 3) No mention of the NM Indian Education Department or the NMPED Tribal Consultation Guide in the report. A corrective action that should be in the report would be to train all superintendents, principals, school staff, school board members in this legal mandate and

to honor the Pueblo and Native Nation lands we exist upon in New Mexico. The checklist is not addressed in the report for Critical Area #3:

https://web.ped.nm.gov/wp-content/uploads/2025/01/Tribal-Consultation-Guide_2022.pdf

and presentation: <https://web.ped.nm.gov/wp-content/uploads/2025/01/tribal-consultation-Indian-Education-Summit-July-21-2022.pdf>

Main website: <https://web.ped.nm.gov/bureaus/indian-education/>

- 4) NMPED's Indigenous Instructional Scope (January 2025) was not mentioned (this leads me to believe that many Indigenous curriculum and models are being developed, or piloted, but we do not see or hear of the results, this document should be integrated into the plan- key missing links to the actions from NMPED) – the list is phenomenal of diverse Native American community members, educational leaders, and teachers. Does this mean the report was done and not disseminated to Tribal leaders, Tribal education departments, superintendents, principals, teachers?

<https://web.ped.nm.gov/bureaus/curriculum-instruction/new-mexico-instructional-scope-nmis/new-mexico-indigenous-scope/>

This is a powerful and beautiful example of what NMPED is capable of yet did not even include in the final report. We understand that this model was shared with NMPED Indian Education Department and others at the leadership level earlier this year, yet nothing ever came from sharing of this Indigenized instructional scope. This is yet again another example of how NMPED is using the funding, checking off the list and not following through, in fact, failing, on training superintendents, principals, teachers and staff in this significant model to improve academic, social, well-being and behavioral services.

- 5) Critique of the NMPED Actions (pg. 99):

The actions focus on interventions only – i.e. de-escalation, restorative justice, discipline issues. The main focus should be on prevention and wellness approaches that support the whole child/whole adolescent through social emotional wellbeing curricula, healthy school environment, trainings on Motivational Interviewing for the entire school staff to better support students, families and enhanced school staff, teacher communication. Many community members recommended schools that have holistic wrap around support services but these were not mentioned in the report. Two examples that can be replicated and modified for each school district/school for exemplary student support services are Santa Fe Indian School and Navajo Prep. The following provide the examples of their services from their websites.

- 6) Critique of the NMPED Actions:

The actions focus on interventions only – i.e. de-escalation, restorative justice, discipline issues. The main focus should be on prevention and wellness approaches that support the whole child/whole adolescent through social emotional wellbeing curricula, healthy school environment, trainings on Motivational Interviewing for the entire school staff to better support students, families and enhanced school staff, teacher communication. Many community members recommended schools that have holistic wrap around

support services but these were not mentioned in the report. Two examples that can be replicated and modified for each school district/school for exemplary student support services are Santa Fe Indian School and Navajo Prep. The following provide the examples of their services from their websites.

- 7) What is missing is a detailed map of each school district and their list of student support services, resources and behavioral health curricula. How can Tribal leaders, Tribal education departments, and families provide consultation on areas of corrective action and improvement if they do not see the current list of each schools' student support services programs, behavioral health staff and other wellness staff that meet with their children each school day. The map and list of these vital services would provide transparency for each student and their family by showing that the school leadership cares for their child and that these services can be accessed when needed. Especially for ensuring the child feels that they know who to turn to when they wish to meet with a behavioral health provider, a wellness club, and other student support staff members. At this point, the final report only shows students and families that they may or may not have a behavioral health pilot project in their school, that their teacher will complete a culture survey and that their school may have restorative justice. There is no mention of all of the diverse cultural wellness programs, curricula, activities and community health engagement that could create a powerful circle of care for each student and family member at their school. The list needs to include the name of the Tribal health, behavioral health, human services, cultural or education departments for each Pueblo and Native Nation in New Mexico. The failure to do so shows that both WestEd, LANL and NMPED are negligent in researching this information that should have been included in the plan. Critical Area #3 is not being taken seriously if they do not provide detailed names or contact information for the respective Tribal health and human services programs, Tribal education departments, Tribal leaders and other urban Native American wellness programs. The plan only states they would contact Tribal behavioral health programs with no specific details.
- 8) A small section on pg. 110 was devoted to homelessness. No enhanced details on the program making monthly payments to the unhoused students – how much money is being allotted to each student? Is this for their family's rent payments? No mention of how to braid in housing resources from Tribally Designated Housing Authorities (TDHE's) and other state housing programs for vouchers. In several regional community meetings, the idea of funding Title I McKinney Vento programs in each school district was shared to address homelessness. This idea never made it to NMPED's final report. There should be regional housing meetings with community health workers (CHWs), community health representatives (CHRs), social workers, housing specialists from each county, city and Pueblo, Tribe and Native Nation to discuss housing support for the students and their families.
- 9) Implementation of the Healthy Universal School Meals Program, pg. 113
The plan states: 3.2c Pilot and develop evaluation tool for the New Mexico- Grown Tribal Purchasing program (NM Grown) to increase collaboration with local farmers

and Tribal producers and to work with school food authorities to expand menus so they incorporate traditional foods and ensure that culturally reflective foods are prioritized.

What is missing and recommendations:

- a. The plan is limited to this small section with no further details. This plan should be more inclusive with more statewide partners from New Mexico Community Capitol, NM Fresh Rx Program, Flowering Tree Permaculture Institute, Black Mesa Farms in San Felipe, Zuni Farmers, urban areas and other farms in Jicarilla, Mescalero, Navajo Nation and Pueblo communities
- b. There are no details in the plan about the funding allotted to this project as well as other current school meals. NMPED should fund school community gardens (during school and during afterschool programs). Contract with Travis McKenzie, Teacher of the Year (2018) at Polk Middle School train statewide NMPED schools, educational leaders, school board members, students and families on how to create sustainable school land based environments as a best practice.
- c. A recent community event highlighting Native American chefs cooking healthy school meals at the Indian Pueblo Cultural Center (sponsored by NMPED school nutrition staff) was not included in this plan. Why does something so important get bypassed in such a critical report?

10) Recommendations: NMPED Collaboration with Tribes and Community Health Programs

- NMPED staff, school district superintendents, principals, and staff to meet with each Pueblo, Nation and Tribe to learn and meet with their key cultural programs, youth programs, behavioral health and other social service programs for the whole child wellness support
- Integrate healthcare workforce pathway programs with Pueblo and Tribal Nations to partner with STEM, pre-health (medicine, nursing, pharmacy, public health, and community health) for strengthening of identity and Native American language learning (AISES, FACES for the Future high school program, UNM HSC Health Careers Academy and pre health programs)

11) Recommendations: NMPED Collaboration with Tribes and Community Health Programs

Integrate core programs and resources with K-12 schools such as:

- Create a Native American elder advisory council to advise NMPED and K-12 leaders, educators
- NM Tribal Education Departments, Notah Begay III (NB3) Foundation, NativeVision (Johns Hopkins University), National Indian Education Association (NIEA), National Indian Health Board (NIHB), UNM Health Sciences Tribal HEROs, Indian Health Service and Tribal 638 diabetes prevention programs and other organizations to provide culturally relevant curriculum for local schools, educators, afterschool and summer programs

- Partner with local and state programs that facilitate art, music, equine assisted learning/horse medicine, nature walks, gardening, seasonal stories, wellness activities and cultural connections for each school through the Native American community in rural, Tribal and urban communities for school based and afterschool programming
- Create braided resources with the faculty, staff and advisors of Tribal Colleges (SIPI, Navajo Technical University, Institute of American Indian Arts), Community Colleges and Universities

Critique: Table 10 provided only 5 statements from community members with general NMPED Actions.

Reference: Table 10

Require all schools use an annual PED-approved school culture survey that includes questions related to selfmanagement, social awareness, sense of belonging, school climate, and school safety that reflects feedback from our pueblos, tribes and nations. (3.3a)

Provide training and support for schools interested in the community schools frameworks' key practices with a focus on those schools with high numbers of students with disabilities, English Learners, Native American students, and economically disadvantaged students. (3.2h)

(my notes: why state interested? This needs to be required)

Community shared: Cultural elements are not adequately integrated into the everyday learning routines of students.

NMPED Action: Require all schools use an annual PED-approved school culture survey that includes questions related to selfmanagement, social awareness, sense of belonging, school climate, and school safety that reflects feedback from our pueblos, tribes and nations. (3.3a)

Community shared: Current behavioral supports are not appropriately targeted to students with disabilities, English Learners, Native American students, and economically disadvantaged students.

NMPED Action in the chart:

- Provide regional educator training and support to build statewide capacity for evidence-based behavior practices and to minimize exclusionary practices.
- Training will ensure students with disabilities can learn safely in their least restrictive environments.
- Trainings will include guidance:
 - positive behavior intervention supports (PBIS) – NMPED should share the results of the current use of PBIS in schools and its strengths and barriers to student learning and wellbeing
 - identification and response to diverse disability needs in the classroom
 - functional behavior assessment and behavior interventions
 - de-escalation strategies

- discipline and manifestation determination review. (1.3c)
- PED will develop an online course for transportation workers on de-escalation strategies and positive behavioral interventions and support to ensure student safety and to retain bus drivers. (3.1b) – critique mentioned above
- Develop and publish a PED restorative justice practices (RJP) online course for school staff that includes Indigenous justice models and community-based restorative practices. (3.3b) – why only share about disciplinary and mediation practices? There should be several pages devoted to prevention programs, wellness curricula, and culturally based models for supporting holistic wellbeing instead of post behavior problem issues
- Provide RJP training to schools with disproportionately in exclusionary practices.
- Require schools that demonstrate disproportionality in discipline data to develop an action plan and publish actions that schools and districts have taken to address disproportionality and exclusionary practices. (3.3b)

BEAUTIFUL AND POWERFUL EXAMPLES OF HOW NMPED SHOULD ENHANCE THEIR STUDENT SUPPORT SERVICES PROGRAMS: SANTA FE INDIAN SCHOOL, NAVAJO PREP AND NATIVE AMERICAN COMMUNITY ACADEMY

Example of culturally relevant students support services: Santa Fe Indian School

<https://www.sfis.k12.nm.us/student-services/counseling-center>

Counseling Center

(505)216-7418

The SFIS Counseling Center has licensed clinical counselors on campus to support all high and middle school students. We utilize a holistic wellness framework that honors the whole person and the profound influence of the family system on the adolescent. Our services embrace the SFIS Core Value of Acceptance (inclusive of diversity) and are provided in a trauma informed and culturally sensitive manner.

Staff are available Monday through Thursday, 7:00 AM to 8:00 PM and Fridays 7:00 AM to 5:00 PM. The counseling offices are located in the High School Dormitory, Middle School Dormitory and the School Health Center.

The Counseling Center provides the following services:

- Drop-In counseling available Monday-Friday 8:00am-4:00pm in School Health Center
- Short term (8-12 sessions) of Individual, group or family therapy
- Common issues treated include anxiety and depression, substance abuse, grief/loss, life transitions, trauma, ADHD, suicidal ideation and self-harm, family stress, peer relationship problems
- Provide community referrals and resources as needed for additional student and family support
- Telehealth family therapy sessions

SFIS Counseling Center does submit claims to Medicaid and other third-party Managed Care Organizations to reimburse our providers for services rendered. We do not bill for or collect co-payments. Our services will be provided regardless of a student's ability to pay for services and no out of pocket costs are ever collected.

SFIS Food Services

<https://www.sfis.k12.nm.us/student-services/food-services>

Food Services

Santa Fe Indian School (SFIS) Food Services program is grounded in the school's Core Values. We strive to provide healthy, tasty, and nutritious meals including traditional Native American foods, respecting the environment and meeting the dietary needs of the diversity of our school community.

We participate in the School Breakfast (SBP), National School Lunch (NSLP) and the Supper Programs which are federally assisted meal programs operating under the U.S. Department of Agriculture (USDA). SFIS receives cash subsidies and donated foods from USDA for each meal served to students which meet Federal nutrition requirements. In addition, food is provided for snacks, extracurricular and school-related activities, such as banquets, field trips and athletic road trips.

All meals served at SFIS are at **no cost** to enroll students. All breakfast and lunches must meet nutrient standards based on the Dietary Guidelines for Americans (DGAs), a critical tool to help Americans make healthy choices in their daily lives. In addition to nutritional content, portion sizes are measured to ensure optimal health. SFIS encourages students and staff to increase their consumption of fruits and vegetables. The DGAs focus is disease prevention, hence providing guidance to help individuals improve and maintain overall health and reduce the risk of chronic diseases, such as diabetes, high blood pressure, heart disease.

Healthy school meals help to encourage and support healthy choices at home. School meals include low fat proteins, a variety of fruits and vegetables, low fat or fat free milk, and whole grain items which provide students with needed nutrients to ensure they are ready to learn and grow their bodies and minds. Well-nourished students have higher test scores, increased school attendance, improved concentration, and improved classroom behavior. Students, who are well nourished and physically fit, sleep better and are better able to handle the physical and emotional challenges that they encounter during the day. Students are encouraged to get active for at least 60 minutes, five times a week.

In addition, all SFIS students in the cafeteria are expected to demonstrate respectful behavior. This behavior includes not wasting food, utilizing the compost bins and cleaning up after oneself. No outside food is allowed. There are two lunch periods, first lunch is for the high school students and second lunch is for the mid school students.

At SFIS, our goal is for our students to be healthy and productive and grow to be adults who not only have the academics they need to succeed, but also have learned to eat and exercise for a lifetime of wellbeing.

SFIS Community Resources

NM Crisis Line

1-855-NMCRISIS (662-7474)

1-855-227-5485 (tty)

TEXT "HELP" to 741741, to contact a crisis counselor immediately.

Drug and Alcohol Abuse Directory

Mental Health Helplines

First Nations Community Health Source 1 (505) 262-2481

Delphi Health Group Drug Recovery Hotline 1(888)459-5511

5 Actions Program 1(505) 852-1377

Agora Crisis Center 1-866-HELP-1-NM, In Abq. 1-505-277-3013

Butterfly Healing Circle 1 (575) 751-7688

New Mexico Department of Health 1 (800) QUIT-NOW, (1-800-784-8669)

Other Resources

Nation Lifeline Suicide Prevention 1-800-273-TALK (1-800-273-8255)

Indian Health Service Suicide Prevention

Center for Native American Youth

Gerard's House-Grief Support 1-505-424-1800

Mental Health.gov

We R Native

Active Minds

The Trevor Project 1-866-488-7386

You Matter

Stop Bullying

Love is respect

Ditch the Label

Food Help resources:

Roadrunner Food Bank of NM

The Food Depot

How to apply for Medicaid, Food, or Energy Assistance:

Yes NM

Need Clothing Assistance?

Locker 505

#2 Example

Example of culturally relevant student support services: Navajo Prep

<https://navajoprep.com/prep-experience/studentssupportservices/>

STUDENT SUPPORT SERVICES

The Student Support Services Team works with our residential and academic staff to provide holistic support for our students. The team includes the Student Support Coordinator, Student Support Specialist, School Counselor, School Nurse, and the Division Director of Student Life & Wellness.

Services we provide:

- Peer to Peer Support (Natural Helpers Group)
- Social-emotional support
- Suicide Prevention using QPRQPR (Question, Persuade, Refer) and Columbia SI Assessment
- One on one, individualized counseling and support
- Depression Counseling
- Anxiety Counseling using a Trauma Informed Care
- Grief counseling
- LGBTQ2 Affirming Counseling
- Wellness Group: information sessions focusing; healthy relationships (safe dating), drug and alcohol prevention, bullying prevention, digital security staying safe online, and more.
- Promote holistic student support and care.
- Cultural Informed Wellness and Counseling
- Anger Management Courses
- Healthy Relationship Courses
- Referral services to Outside providers as needed
- Collaborative Approach within our Student Support Services includes; School Health Based Center with School Nurse, IHS Physician, Academic Counselor, SPED Assistant Liaison, Dean of Students, Division Director of Student Life, Student Life Coordinator and Wellness and Student Support Counselors.



Student Support Coordinator

Anthony Smith

Pronouns: he/him

asmith@navajoprep.com | 505-330-9411

Anthony Smith is Navajo/Diné from Farmington, NM; the Land of Enchantment. His family is from Kimbeto, NM and his clans are Naakaii Dine'é; Kinyaa'áanii; Bit'ahnii and Filipino. He was adopted into Northern Ute Family and Oglala Lakota Nation and became Sundancer. He worked with other Native practitioners from different nations including Navajo. He has a

Master's degree in Social Work from the University of Utah and is a licensed Social Worker in the state of New Mexico. He is certified as a trauma informed counselor, QPR, MST. He has been practicing therapist for the American Indian populations and other underserved populations for 25 years. He is a practitioner in traditional ways. He has worked with all age groups in the local communities from Arizona, New Mexico and Utah. His area of expertise is working with youth and families to stabilize, set goals, work on healing and to recognize and embrace their cultural identities.



Student Support Specialist

Tabitha Skinner

tabitha.skinner@navajoprep.com

Tabitha Skinner is the new Student Support Specialist. She is from Farmington NM. She loves NM and is very proud to have received her undergrad at New Mexico State University and has earned her graduate from the University of New Mexico so that she may represent both. She has been working with students and families for 13 years, with a passion for family life education. She is very excited to be a part of the Eagles Family and looks forward to meeting students and the Prep staff. Tabitha encourages everybody to drop by her office and say Hello.



School Counselor

Stepheny Atencio

stepheny.atencio@navajoprep.com | 505 326-6571 ext. 137

Stepheny Atencio is a lifetime resident of San Juan County. Ms. Atencio graduated from Aztec High School and went on to earn a BS Degree in Education and a MA Degree in Counseling & Guidance. Ms. Atencio currently holds level three licensure in Teaching and Counseling as well Educational Administration. Ms. Atencio was EMDR trained in 2020 and has spent most of her

adult life working in the educational setting. Stepheny studied dance for over 32 years and owned a local dance studio for 9 years. Ms. Atencio feels she truly has a heart for working and connecting with young adults- Ms. Atencio believes that it is an honor and privilege to be given the opportunity to join the Navajo Prep Family. Stepheny is a mother to two daughters and outside of school she enjoys anything in the mountains, shopping, exercising, and spending time with her family.



School Nurse

Christy Jaqua, BSN, RN

christy.jaqua@navajoprep.com | 505-326-6571 ext. 116

Christy Jaqua brings a unique blend of business experience and clinical nursing care to her role as school nurse at Navajo Preparatory School. A proud Farmington native and graduate of Farmington High School, Christy first earned a Bachelor of Arts in Business and Marketing. She and her husband successfully owned and operated several local businesses while raising their family.

As her children grew older, Christy was inspired to pursue a lifelong interest in healthcare. She returned to school and earned her Bachelor of Science in Nursing from the University of New Mexico. Christy then worked for five years as a Pre/Post-Op nurse, gaining valuable hands-on experience in patient care and recovery.

Now, she's excited to bring her passion for student wellness and community support to Navajo Prep. Outside of school, Christy enjoys spending time with her family, traveling, camping, playing golf and pickleball.



Division Director of Student Life & Wellness

Roderick Denetso, LMSW, MSW

505-326-6571 ext. 119

Clans are: Tsi'naajinii, African American, Kinlichii'nii and African American.

Mr. Denetso is originally from Klagetoh, Arizona, and is a 1996 graduate of Ganado High School.

Mr. Denetso received his master's degree from NMHU as a Clinical Social Worker and his B.S. degree in Family Studies/Human Development and Thematic in Education. Mr. Denetso has extensive work experience in behavioral health and social work. Mr. Denetso has served at NPS for approximately 11 years in the following areas: Dean of Student Life in the Residential Program, Admissions Coordinator, and has also coached football, baseball, and track.

Mr. Denetso currently oversees the Residential Program, SBHC, Wellness, 21st Century, and School safety which includes security. Mr. Denetso enjoys giving back to the youth, is active in the community, and is a motivational speaker for our youth. In his free time, he enjoys being with family, friends, and anything that involves sports. Mr. Denetso reports, "I am living the dream of working at NPS with your children".

For emergency situations, please contact Anthony Smith-Student Support Coordinator, Tabitha Skinner - Student Support Specialist, Stepheny Atencio - School Counselor, or Christy Jaqua, BSN, RN- School Nurse.

DOES SOMEONE YOU KNOW NEED HELP? DO YOU KNOW SOMEONE CAUSING PROBLEMS? FILL OUT THIS CONFIDENTIAL FORM.

This form is for non-emergency situations IF THIS IS AN EMERGENCY: CALL 911 IMMEDIATELY!

For non-emergency call: 505-330-9411

Please make a report if you encounter a person of concern whose behavior interferes with academic instruction and/or is a safety concern to students, staff, or property. Warning signs, protocol and guidelines are in the Behavioral Health Policy Handbook. Fill out the form to submit a report that will go to the Mental Health – Student Assistance Team (MHSAT).

#3 Example

Native American Community Academy (NACA) Student Wellness and Support Services

https://www.nacaschool.org/apps/pages/index.jsp?uREC_ID=1663962&type=d&pREC_ID=1813077

Wellness is an important part of NACA's holistic and integrated curriculum. It is implemented with meticulous attention to provide the balance necessary for a child to truly succeed as a student – and more importantly – as a human being. With Indigenous cultures children are honored, and each child is recognized for his or her special purpose. Given the many barriers that

Native American children experience, NACA has put into place multiple collaborative programs that helps to provide holistic services including the physical, emotional, and nutritional support they need. Personal Wellness classes are also incorporated into the school day for each student.



Wellness Initiative and Programs include:

- Student Support Services
- First Nations Community Health Source-School Based Health Center
- Prevention Programs
- Personal Wellness Classes
- NACA Food and Nutrition Policy
- Wellness Wheel
- Student Health Advisory Council (S.H.A.C.)

Student Support Services

In keeping with the NACA Holistic Wellness Philosophy, which honors the whole person in their environment, NACA offers each student, family and NACA faculty/staff a variety of services to support them in achieving their goals in school, developing socially and emotionally, strengthening peer and family relationships, and by helping students to realize their role in the community.

Student Support Services serves all NACA students, families, and staff FREE of charge.

Student Support Services offers the following:

Student Support Consultation- provides an initial meeting with a Student Support Services staff member, for the student, parent(s)/guardian(s), student's advisor, and other NACA staff or faculty when appropriate. This meeting offers participants a chance to identify strengths, express concerns, and develop an action plan to support the student's success at NACA.

Education Groups- including student groups and in-classroom presentations focusing on health and wellness topics such as life skills and healthy relationships.

- **KnowRx Peer Mentors-** The #KnowRx Peer Mentors are a student group that meets bi-weekly to learn about prescription drug abuse prevention and create educational tools for our community. The new "Natural Ways to Relieve Pain" zine has been curated by the

peer mentors to promote healthy coping skills and highlight alternative pain relief methods already used by members of our NACA community.

Community Outreach– participation in Parent Nights and other Wellness/Community events on and off campus.

Case Management/Referral– Staff provides referrals and assistance to obtain resources and/or services for students and their family. Additionally, NACA works closely with APS TITLE I program to provide further resources for students and their families experiencing a housing transition.

Crisis Intervention- provided by staff who have specialized training to help students during a stressful or emotional overwhelming incident. Peers, family members, administrators, faculty or staff may request such assistance on behalf of the student.

Eagle Room*– a peaceful, culturally-based meditation space provided for all NACA students, families and staff for self-reflection, meditation and prayer honoring our Native traditions. Students who are dealing with worry, stress, trauma, or any emotional hurt may utilize this peaceful room anytime during or after school. The Eagle Room is our most widely utilized program. Students may refer themselves or be referred by a parent/guardian, administrator, faculty, or other staff for the above services. If you have any questions or would like to make a referral for these services, please contact the Student Support Services Office at 266-0992 x1100. Parental consent is NOT required and shall not bar children regardless of age from receiving the following service.

- *In cases of emergency when a minor is in need of immediate hospitalization, medical attention, or surgery and the parents of the minor cannot be located for the purpose of consenting...after reasonable efforts have been made...consent can be given by any person standing in locus parentis to the minor. (NMSA 24-10-2)*
- *A youth 14 years of age or older has the right to consent to individual psychotherapy, group psychotherapy, guidance, counseling or other forms of verbal therapy. This does not include psychotropic medication. A child under the age of 14 years may consent to initial assessment and early intervention services, limited to verbal therapy, not to exceed a two-week period. After the initial period, parental consent is required. (NM 32A-6-14)*

*****As per state law, children age 14 or older have the right to consent to their own mental health treatment without written parental consent. NACA Student Support Services strongly encourage discussion between the student and parent/guardian regarding these services.***

In order to better serve our students and their families NACA has developed partnerships with several key organizations and universities in the state:

- First Nations Community Health Source
- Circle of Life Counseling-Eight Northern Pueblos Council, Inc.
- New Mexico Highlands University, School of Social Work Field Placement Site
- New Mexico State University, School of Social Work Field Placement Site
- Albuquerque Area Indian Health Board
- Serna Solutions
- Equine Therapeutic Connections

First Nations Community Healthsource-School Based Health Center

The First Nations School-Based Health Center (SBHC) provides physical health, dental, and health education services to NACA. Their office is located on NACA Main and CNM School campuses.

FNHC DENTAL PROGRAM:

Located: NACA Main Campus 2nd floor

To receive services for a NACA student; A parent guardian can pick up, fill out, and return the consent form for dental treatment at NACA's front desk or in the School Based Health Clinic.

The consent forms are available at registration and throughout the school year.

Staff: Mehzabin Hirji, Dentist and Jazmin Amaya, Dental Assistant

The FNHC Student Based Health Clinic Service hours are:

Main Campus

Located: Naca Main on 2nd floor

Primary care Monday through Thursdays 8:00am-5:00pm. Friday 8:00am to 12:00 noon

SBHC Staff:

Monica Schmit - Pediatric Nurse Practitioner at NACA main campus (505) 266-0992 Ext. 1103

CNM Campus: Primary care Monday through Friday 9:00am to 2:00pm

The services provided at the NACA Student based health center are:

SBHC Staff:

Nancy Sandvik-Yassin- Pediatric Nurse Practitioner at CNM campus (505) 224-4930)

Physical Health

- Well Child Exams
- Fitness and Healthy Lifestyle Choices
- Vision/hearing screens
- Sports Physicals
- Immunizations
- Acute Illness/Injury Care
- Chronic Illness Support
- Confidential services
- Health Education on a variety of topics

-

To receive SBHC services for a NACA student a parent/guardian can pick up, fill out, sign and return a First Nations SBHC registration and consent for services form at the NACA Main Campus office or the FNHC school based health center clinics. The forms are available at registration or throughout the school year. Without a signed consent form the clinic staff are limited in the services they can provide a student.

Prevention Programs

NACA S.A.P.O. (Substance Abuse Prevention Office)

Our aim is to reduce underage drinking and prescription painkiller misuse through education, Strengthening Families parent education groups, building capacity for restorative justice, and a strength based media campaign called Positive NACA Norms. Follow us on Instagram

@naca_sapo. This initiative is funded by the State of NM Department of Health, Office of Substance Abuse Prevention and is renewed annually.

Equine Therapy Program (Equine Therapeutic Connections)

The Albuquerque Area Indian Health Board (AAIHB) American Indian/Alaska Native (AI/AN) Health Equity Project Initiative will bring together a multidisciplinary partnership network with Equine Therapeutic Connections to support the development, implementation and evaluation of culturally appropriate, evidence-based practices to address trauma, reduce health risk behaviors and strengthen resiliency among AI/AN adolescents. This project will work with up to 70 NACA middle school and high school students and provide them with equine therapy.

NACA Food and Nutrition Policy

To enhance the learning performance of our students, NACA has adopted a Food and Nutrition Policy. Through the policy, NACA students and staff have agreed to accept the responsibility to increase awareness and knowledge of nutrition and health issues; maintain physical health and proper nutrition as a way of honoring self, family, and community; and promote personal wellness. *This nutrition policy is in effect while on NACA campus or an association with an event and celebration with NACA.* We understand there may be special circumstances in which the policy may not be followed strictly but our goals and responsibility as a community should be to empower healthy mind, body and spirit as the foundational building blocks of healthy living. Download **NACA's Food and Nutrition Policy**

Wellness Wheel

NACA uses a Wellness Wheel as a tool for students, staff and community to articulate their perceptions, goals and assessments of surrounding their health. A person is able to use the Wellness Wheel to visually record their Intellectual, Physical, Community and Social/Emotional health. This is a holistic approach and is centered in a respect for indigenous knowledge.

At one of the community listening session meetings the following statements were made – joint assessments need to be well documented (Pueblo, Tribal and Native Nation education departments) as well as levels of academic needs and wellness capabilities.

Identify areas of academic strength of each school district and the challenges or weaknesses. The report does not state why some students are failing in certain subject areas so that remedies that can be made to overcome barriers to learning within the districts. Parents and teachers will understand the challenges facing the students once these needs are revealed, shared.

No list of culturally relevant presenters, curricula for each Pueblo, Tribe and Native Nation

NMPED did not mention the phenomenal work done by the Leadership Institute from Sant Fe Indian School to address culturally relevant education and equitable access to academic, social, well-being, and behavioral services. Their report, Pathways to Education Sovereignty: Taking a Stand for Native Children (December 2025) should have been included in the final report.

This is an inclusion of the Leadership Institute’s Tribal Remedy Framework from their website:

[https://nabpi.unm.edu/tribal-remedy-framework/index.html#:~:text=The%20Tribal%20Remedy%20Framework%20\(TRF,Education%20Institutes%20and%20Pueblo%20Convocations.](https://nabpi.unm.edu/tribal-remedy-framework/index.html#:~:text=The%20Tribal%20Remedy%20Framework%20(TRF,Education%20Institutes%20and%20Pueblo%20Convocations.)

The ***Tribal Remedy Framework (TRF)*** is a comprehensive plan for meeting the educational needs of Native students and their tribal communities. It was created collectively by tribal community members and Indigenous education experts, following a series of tribal Community Education Institutes and Pueblo Convocations. The Tribal Remedy Framework has been endorsed by the leadership of New Mexico’s 23 Nations, Tribes and Pueblos.

The TRF responds to the landmark *2018 Yazzie/Martinez v. State of New Mexico* court ruling (visit our [Research Page](#) for additional information), which ordered the state to transform the public education system to ensure that “at-risk” students, including Native Americans, receive an equitable and culturally relevant education.

Tribal leadership has called on the State of New Mexico to implement the TRF and thereby move toward compliance with the *Yazzie/Martinez* court order and the New Mexico Indian Education Act of 2003.

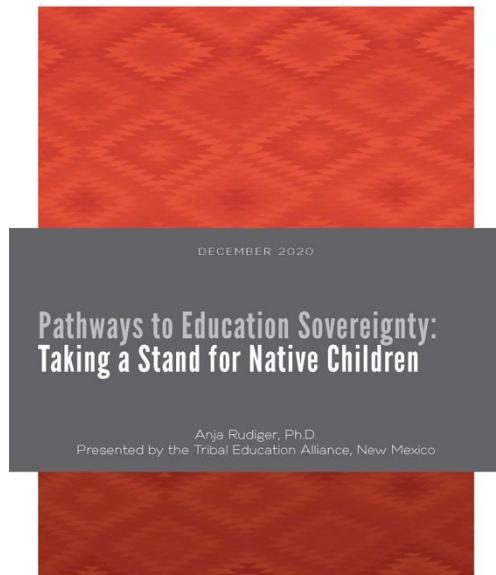
Tribal Education Alliance - Initiatives & Information:

The Tribal Education Alliance (TEA) is a coalition of tribal education leaders, experts, and advocates that supports tribal leadership in advancing the Tribal Remedy Framework.

- [Tribal Education Trust Fund FAQs - 1.23.23](#)
- [HB 140: Tribal Education Trust Fund - 1.23.23](#)
- [HB 147: Indian Education Act Ammendment 1.23.23](#)
- [HB 148: Early Childhood Department Tribal Agreements - 1.23.23](#)
- [HB 149: PED Native American Funding - 1.23.23](#)

- [New Approaches to Indian Education Funding \(presentation\) – 9.6.22](#)
- [TEA Comments on NMPED’s *Martinez/Yazzie* Draft Action Plan – 7.7.22](#)
- [TEA Legal Obligations Factsheet - 1.22.21](#)
- [Factsheet: The Tribal Remedy Framework - Updated 1.22.21](#)
- [TEA Transforming Education Factsheet](#)

Tribal Remedy Framework Report:



Pathways to Education Sovereignty Report:

This report presents Indigenous solutions to New Mexico's education crisis and makes the case for a dramatic change in course to close the equity gap faced by Native children.

Download the report summary or the full-length report:

- [Summary Report: Pathways to Education Sovereignty](#)
- [Full Report: Pathways to Education Sovereignty](#)

Other Reports:

TEA also produces reports of tribal education convenings:

- [Tribal Community-Based Education: New Funding, New Ideas, May 13, 2022](#)
- [Steps Toward Education Sovereignty, Tribal Convening Report, June 17, 2021](#)

RESOURCES

Cultural Relevant Services are defined in the pillars of NM state Tribal laws:

NM Indian Affairs Department: Behavioral Health and 988:

<https://www.iad.nm.gov/programs/behavioral-health-and-suicide-prevention/>

988 Tribal Program: <https://988nm.org/native-american-resources/>

Native American Behavioral Health Resource Guide:

<https://nativeamericanresourcesnm.org/>

The New Mexico Native American Resource Directory aims to empower behavioral health providers and advocates by offering a comprehensive listing of resources specifically tailored to support Native American communities. This directory promotes collaboration in care access, leveraging outreach and resource navigation to build stronger, more resilient communities throughout New Mexico.

This Directory is organized by: Category, Name, Description, Service Area, Phone Number, Address, Website and Social Media Links.

Call, text or chat **988** for immediate, 24/7 help—anyone, any struggle, anytime.

NM Tribal State Consultant Act: <https://www.iad.nm.gov/programs/tribal-consultation-and-collaboration/#:~:text=The%20STCA%20also%20mandates%20state,state%20agency%20and%20tribes%2C%20and>

The STCA mandates the development and implementation of policies that promote effective communication and collaboration between state agencies and tribes, positive government-to-government relations, cultural competency in providing effective services, and establishes a method for notifying state agency employees. These state agency policies are known as the State Tribal Consultation Collaboration and Communication Polices (see below for each state agency policy).

The STCA also mandates state agencies to make a reasonable effort to collaborate with tribes when programmatic actions may have tribal implications or otherwise affect American Indians/Alaska Natives, every state agency to designate a tribal liaison serving as a contact person between the state agency and tribes, and the Indian Affairs Department (IAD) to maintain a list of names and contact information of tribal leaders and state agency tribal liaisons (see below for tribal liaisons).

Other mandates of STCA are the annual summit for the governor and leaders of tribes to address issues of mutual concern, known as the State Tribal Leaders Summit (see below), and an annual report on the activities of all state agencies pursuant to the STCA (see annual reports below).

Article 18: State Tribal Collaboration Act

For questions about the Tribal Collaboration Program

Karmela Martinez, Operations Manager
New Mexico Indian Affairs Department
Cell: **(505) 469-7057**
Email: **Karmela.Martinez@iad.nm.gov**

NM State Children's Code:

<https://www.narf.org/nill/documents/icwa/state/newmexico/statutes.html>

Indian Child Welfare Act – mandated cultural responsive practices

<https://nmstateicwa.org/>

<https://sourcennm.com/2022/03/21/the-platinum-standard-of-the-indian-child-welfare-act/>

National and Local Education and Health Programs:

Santa Fe Indian School Leadership Institute:

<https://www.sfis.k12.nm.us/community/leadership-institute>

History

The LI was launched over 20 years ago based on the nonexistence of any forum to discuss the most critical policy issues that impact the Native tribes of NM. Modeled after some of the nation's top think tanks, the LI is unique due to its culturally and community-based approach.

Mission

1) to provide sustainable opportunities for the appreciation of the uniqueness of Indigenous cultures within the context of a changing global society; 2) to provide meaningful and solution-oriented engagement in intellectual discourse regarding critical Indigenous issues of our time; and 3) to transform the impacts of externally-developed policy on Tribal community institutions by cultivating emerging intergenerational Indigenous leaders.

Philosophy

The LI is culturally and community-based. There are three main points that the LI incorporates into all of their programming: 1.Core Values; 2.100 Years of Federal Indian Policy; 3.The question: "What will be your contribution?" The LI also believes in cultivating generations of Native communities through Leadership, Community Service, Public Policy and Critical Thinking.

Demographic

The 22 Tribal Nations of New Mexico (19 Pueblos, Navajo Nation, Mescalero Apache, Jicarilla Apache). LI programs have served thousands of community members and students over the past decade, with a "ripple" effect (those served go out and serve others).

Programs

There are currently five programs under the LI, which also prides itself on incubating concepts:

- **Community Institutes:** Drawing up to 40 invited participants, Institutes function as policy "think-tanks" and connect tribal community members with policymakers and other stakeholders on current policy issues
- **SPA:** Designed for NM rising juniors (Year I), rising seniors (Year II), and college students (Years III and IV); SPA convenes students each summer for intensive sessions that focus on the most pressing local, national and global Indigenous issues today. Partnerships include UNM Law, Princeton's Woodrow Wilson School of Public and International Affairs, state, local and international partners
- **Program and Curriculum Development:** Staff work with community members and school faculty alike to create rich and innovative program and curriculum design that impacts youth (i.e. Senior Honors Projects at SFIS)
- **Enrichment Opportunities (EOs) for School and Tribal Program Development** are geared towards school and Tribal institutions and provides direct funding through "mini-grants;" EOs for Individuals are specified for student academic development through internship and/or other placement opportunities in NM, nationally and internationally
- **American Indian Higher Education Resources (AIHER) network:** Established in the 2009-2010 year by the LI in partnership with American Indian educators, professionals and other volunteers, AIHER provides a centralized hub of information (on institutions, application processes, financial resources and fellowships) for parents and other stakeholders in American Indian students, like colleges and universities

Flowering Tree Permaculture Institute: <https://www.floweringtreepermaculture.org/>

Flowering Tree is a 501(c) 3 nonprofit organization working with the concepts of permaculture- a design method using whole systems thinking derived from studying natural ecosystems.

Today we teach classes on how to farm and garden in our high desert climate with low water use, how to understand micro-climates, and how composting and seed saving are a part of growing sustainably with our environment. We also teach classes in animal husbandry, such as; how to take care of turkeys, chickens, ducks, pigs, sheep, fish, and even bees. We have taught classes on how to butcher, store and cook different kinds of meat, shear sheep, spin wool, make milk, make cheese, harvest honey, and how to create ecosystems of ponds with fish and plants. We also teach building techniques including; adobe construction, mud plastering, straw-bale construction, solar energy, water catchments, and outdoor bread ovens.

Recently, we have been more focused on maintaining cultural knowledge such as weaving, language preservation, and other cultural practices.

" It's an evolution of cultural preservation. This has Pueblo roots. We're planting seeds within ourselves and outside. "

- Roxanne Swentzell, President

National Indian Education Association (NIEA) Whole Child Approach:

<https://www.niea.org/whole-child-approach>

Culturally based curriculum: <https://www.niea.org/virtual-resources-for-parents-and-teachers>

National Indian Health Board (NIHB) Culture Series: <https://www.nihb.org/culture/>

OUR AREAS OF FOCUS: STRENGTHENING HEALTH IN INDIAN COUNTRY

At the heart of our mission is the commitment to addressing the health challenges that most affect American Indian and Alaska Native communities. In this section, we outline our five key focus areas: body, mind, and spirit; Tribal Public Health Capacity and Infrastructure, environmental health, nation-to-nation relations, and health equity. These are the pillars of our advocacy and action, guiding our efforts to create meaningful change and improve the well-being of Native peoples. By concentrating on these areas, we work collaboratively to ensure healthier, more resilient futures for Tribal Nations.

NACA Inspired Schools Network: <https://www.nacainspireschoolsnetwork.org/>

The NACA Inspired Schools Network (NISN) is building a movement of students, families, and educators to create excellent schools relevant to the communities they serve. NISN works with fellows who are committed to Indigenous communities to establish schools in New Mexico and throughout the country that will create strong leaders who are academically prepared, secure in their identities, healthy, and ultimately transforming their communities.

Saad Kidilye, Diné Language Nest Program, <https://saadkidilye.org/>

SK is a Diné language nest that works with prenatal families, newborns, and toddlers. Infants and newborns are immersed in the Diné language (1000 hours) to address language sustainability and culture revitalization. Children at the nest are spoken in their traditional language throughout the day and are taught basic commands and responses. Saad K'idilyé's language nest opened its doors on August 15, 2022, and has been growing in numbers. In August of 2023, we opened our 2-4 year-old classrooms.

Saad K'idilyé is grounded in the Diné way of life using the stories and teachings of the cornfield as it pertains to child growth and development with the mountains and hogan applied as thinking and planning tools to root, guide, and design language and holistic learning for our relatives, mothers, fathers, and children in planting the language for future generations.

Our Diné Language Program is a weekly Diné Bizaad (Navajo Language) class that encompasses basic and intermediate fundamentals of speaking Diné. Saad K'idilyé families are required to attend classes and practice Diné Bizaad in the home and around their family. The ability to speak Diné ensures future speakers cultural connection and growth while also supporting SK's mission in sustaining our Diné language.

Families in our program are expected to attend 100 hours of Diné language classes per year. A language support kit including resources such as books, flashcards, games, posters, and more is provided to families to use for practice.

SK provides linguistically and appropriate workshops, presentations, and hands-on experiences in regards to language, culture development, and teachings/support. Some of the support services SK provides include: moccasin making classes, horse program, cradle board building, traditional parenting workshops, Traditional Child Development and Rearing (TCDR) training, cornfield-based activities, corn harvesting, kneel-down bread making, shoe games, weekly veggie bags, sweat lodges, and culture nights.

Activities vary from season to season.

Zuni Youth Empowerment Program: <https://www.zyep.org/>

The results of this early work grew into ZYEP, a nationally recognized, Zuni-led nonprofit that offers a year-round schedule of fun and meaningful youth programs to more than 1000 youth annually, free of charge. In our efforts to support Zuni youth through direct programming, we recognize the need for healthy spaces for healthy activities. To this end, we work with our partners to develop trails, community gardens, and a youth center and park that host various programs and community engagement opportunities. We recognize that supporting the development of Zuni youth is a community wide effort. We work closely with our community partners to implement policies that promote health in a systematic way.

Navajo Nation Office of Diné Youth: <https://www.dineyouth.com/>

THE OFFICE OF DINÉ YOUTH EXISTS TO ADVOCATE, EDUCATE AND DEVELOP RESILIENT HEALTHY GENERATIONS OF YOUTH THROUGH PARTNERSHIPS TO BALANCE AND LIVE IN A DIVERSE SOCIETY

First Nations Community HealthSource Clinic, <https://www.fnch.org/>

First Nations Community HealthSource, based in Albuquerque, New Mexico, serves as New Mexico's Urban Indian Health Center and a Federally Qualified Health Center. With a legacy of over 50 years, First Nations is deeply committed to providing an integrated and culturally sensitive health delivery system that addresses the physical, social, emotional, and spiritual needs of the community members. The organization operates three clinic sites, six school-based health centers, and two outreach programs in Gallup and Farmington, all dedicated to delivering comprehensive care. In 2019, the organization extended its services by opening an additional clinic site in Albuquerque, with a focus on pediatric and women's health care services. First Nations also operates a mobile medical unit that provides local as well as rural medical outreaches to serve underserved community members.

First Nations has been recognized for its exceptional health care services, achieving accreditation from the Accreditation Association for Ambulatory Health Care (AAAHC) and certification as a Patient-Centered Medical and Dental Home. The Health Resources Services Administration (HRSA) honored First Nations with a Health Center Quality Leader Award in 2017, 2018, and 2020 for outstanding clinical performance and top-tier clinical quality measures. These achievements are a testament to the support and trust of the community. Additionally, First Nations is designated as a Federal Tort Claims Act (FTCA) deemed health center, receives DHHS funding, and holds a Federal PHS deemed status for specific health-related claims, including medical malpractice claims, for itself and its covered individuals. Our services prioritize the well-being and welfare of our patients, ensuring they have easy access to essential healthcare services, including virtual and in-person visits. Our three health centers (located at 5608 Zuni Road SE, 625 Truman Street NE, and 7317 Central Avenue NE) provide a wide range of primary care and social services, including pharmacy and case management. Additionally, the Zuni Road

Clinic provides dental, mental health, vision, and outreach services. The Truman Street Clinic also provides comprehensive substance use (including intensive outpatient substance use treatment), Traditional Healing, alternative healing, and specialized case management services.

Our three clinics, wellness center, and outreach programs operate Monday through Friday, 8:00 a.m. to 5:00 p.m. Additionally, the Zuni and Truman Clinics offer expanded hours. The Zuni Clinic's primary care, pharmacy, dental, Medicaid enrollment, and homeless case management programs are open until 7 p.m. during the week and from 8:00 a.m. to 12:00 p.m. on Saturdays. The Truman Clinic's substance abuse programs are open until 8:00 p.m. most days during the week.

Our wellness center, the All Nations Healing and Wellness Center, located at 6416 Zuni Road SE, provides a welcoming and supportive environment for those in need. The center offers its Indigenous Plate Program (i.e., free warm breakfast and lunch meals), job development, social activities, and case management services. This program is open Monday through Friday from 8:00 a.m. to 4:00 p.m.

Walk-ins and appointments for primary care and dental services are available during designated days and times. The Zuni Clinic also offers walk-in COVID-19 testing and vaccines, Monday through Friday, 8 a.m. to 5 p.m., and Saturdays, 8 a.m. to 12 p.m. Please call 505-262-2481 for more information.

Linda Son-Stone – *Chief Executive Officer*

For your health and safety, First Nations Community HealthSource is offering virtual telephone and telehealth visits to patients. If you would like to schedule a virtual visit, please call 505-262-2481.

UNM Center for Native American Health, CNAH, <https://hsc.unm.edu/cnah/>

Kewa Family Wellness Center: <https://santodomingopueblo.com/kewa-family-wellness-center/>

Albuquerque Indian Health Services Clinic. <https://www.ihs.gov/albuquerque/>

Pueblo of Laguna Clinic: <https://lagunahealthcare.org/laguna-community-health-center.html>

Tohajiilee Health Center: <https://www.cbnhc.org/>

Behavioral health: <https://www.cbnhc.org/behavioral-health>

Northern Navajo Medical Center, Shiprock, NM:

<https://www.ihs.gov/navajo/healthcarefacilities/shiprock/>

Gallup Community Health Center: <https://gallupcommunityhealth.org/>

Behavioral health:

AT GALLUP COMMUNITY HEALTH WE PROMISE TO:

- Serve all patients regardless of their inability to pay.
- Offer discounted fees for those who qualify, including a Sliding Fee Discount Program. For more information about this, [please contact us](#).
- Not deny services based on a person's: Race, Disability, Color, Religion, Sex, Sexual Orientation, National Origin, Age

Healthcare is a fundamental human right. Health equity is a must. Our community is not healthy as long as any group is left behind.

Zuni I.H.S.: <https://www.ihs.gov/Albuquerque/healthcarefacilities/zuniramah/>

Gallup Indian Medical Center: <https://www.ihs.gov/navajo/healthcarefacilities/gallup/>

Taos Picuris Health Clinic:

<https://www.ihs.gov/Albuquerque/healthcarefacilities/taospicuris/>

Taos Pueblo Community Health: <https://taospueblo.org/health-community-services/>

Southwest Indigenous Housing Justice Collaborative: <https://www.cabq.gov/office-of-equity-inclusion/about-office-of-equity-inclusion/native-american-affairs/native-american-affairs-liaison>

City of Albuquerque Office of Native American Affairs: <https://www.cabq.gov/office-of-equity-inclusion/about-office-of-equity-inclusion/native-american-affairs>

NAEVA: <https://naeva.org/>

We work to unite Indigenous people in New Mexico and beyond to **fight for the social, economic, and environmental quality of life** in our communities on and off the reservation.

In partnership with our 501(c)(4) arm **NM Native Vote** — we collaborate with New Mexico’s Tribal communities including the **20 Pueblos, the Navajo Nation, Jicarilla Apache Nation, and Mescalero Apache Tribe.**

We’re based in Albuquerque with a satellite office in Farmington, and often partner with other BIPOC and LGBTQ2S+-led organizations across the state.

National Indigenous Women’s Resource Center, STTARS Program:

<https://www.niwrc.org/>

<https://www.niwrc.org/housing>

The STTARS Indigenous Safe Housing Center offers culturally rooted technical assistance and training, policy development, and Indigenous centered resource materials to support Tribes, Tribal programs, to address the intersection of domestic violence and housing instability and to create meaningful social change within communities.

NMPED K-12 schools, superintendents to collaborate with community colleges, Tribal Colleges and universities for enhanced partnerships for cultural, health and social wellbeing support

Institute of American Indian Arts (IAIA, Santa Fe, NM)

Land Grant: <https://iaia.edu/outreach/land-grant/>

Congressionally chartered in 1962 and declared a Land-Grant University in 1994, the Institute of American Indian Arts (IAIA) is a Tribal College with a mission “to empower creativity and leadership in Indigenous arts and cultures through higher education, lifelong learning, and community engagement.”

Through this mission, the IAIA Land-Grant Programs focus on promoting healthy Native communities by providing agriculture education to the 22 Indigenous communities in New Mexico, as well as to Indigenous communities across the country, through culturally-accepted outreach education programs. Through the IAIA Land-Grant outreach, community members are able to gain the skills and knowledge to successfully achieve their agricultural endeavors, ensure food security through sustainable practices, and enhance their health and wellness—becoming contributing and thriving members of their communities. Currently, the IAIA Land-Grant Programs offer several educational outreach programs that merge Traditional Ecological Knowledge (TEK) with western science, including:

- Indigenous Youth Agriculture (IYA) Program
 - IYA Student Mentor-in-Training
 - IYA Guide-the-Mentor
- Thunder Bee and Pollinator Habitat Restoration Program
 - Tribal Beekeeping Program
 - [IAIA Land Resoration Projects](#)
- Southwest and Intermountain gardening and greenhouse workshops
- Indigenous foods workshops
- Growing food on the IAIA Campus and sharing with our community
- [4 Directions Projections](#): Webinar series sharing traditional and contemporary Indigenous Knowledge to nurture people, revere places, and promote purpose.
- Work-study Student Assistant positions

IAIA Continuing Education: <https://iaia.edu/outreach/continuing-education/>

Institute of American Indian Arts (IAIA) Continuing Education (CE) is committed to providing comprehensive training and adult education for the advancement and growth in workforce skills, lifelong learning, and empowerment through community-based learning opportunities. IAIA CE works with Native organizations, tribal communities, and individuals around the country through our CE educational and training offerings. This can include many formats including courses, workshops, training sessions and through conference and symposia. We offer flexible scheduling, affordable cost and experienced instructors available. These opportunities are available at the IAIA campus, online and with tribal and urban communities around the country.

IAIA CE formally recognizes learning by electronically issuing Continuing Education Units (CEUs) and IAIA Badges to participants as a record of non-credit educational and professional development activities that have been completed. CEUs are utilized nationally and internationally to formally recognize professional competencies and training and are measured by contact learning hours. CEUs are also offered for educational programming presented by external organizations across the country. For example, organizations such as the National Indian Education Association partner with IAIA CE to provide CEUs to

participants at their national convention and training events. IAIA CE Badges are also a means to recognize learning and can be utilized in CV/resumes, posted to social media and shared across online platforms.

Ashiwi Tribal College: <https://www.ashiwicollege.org/>

Navajo Technical University (NYU, Crownpoint, NM):

<https://www.navajotech.edu/academics/master-of-arts/dine-culture-language-and-leadership/>

NTU's Diné Studies, Nursing Program, Culinary Arts, Land Based Extension:

<https://www.navajotech.edu/newsroom/>

NTU's renewable Energy and Food Sovereignty Award:

<https://www.navajotech.edu/20250108-ntu-evn-science-team-wins/>

Southwest Indian Polytechnic Institute (SIPI, Albuquerque, NM):

https://www.sipi.edu/apps/pages/index.jsp?uREC_ID=3496661&type=d&pREC_ID=2393280

Diné College (Crownpoint, NM and Tsaile, AZ):

<https://www.dinecollege.edu/academics/school-of-dine-studies-and-education/>

Northern New Mexico Community College (Española, NM): <https://nnmc.edu/>

UNM: <https://coehs.unm.edu/departments-programs/teelp/native-american-teacher-prep/index.html>

UNM Health Education Program: <https://coehs.unm.edu/departments-programs/hess/health-ed/faculty-staff.html>

UNM Department of Psychiatry and Behavioral Sciences:
<https://hsc.unm.edu/medicine/departments/psychiatry/>

Honoring Native Life: <https://hsc.unm.edu/medicine/departments/psychiatry/cbh/hnl/>

UNM Branch Campuses (Gallup, Taos, Los Alamos and Valencia):
<https://www.unm.edu/campuses/>

UNM Health Sciences Campus (Office of Community Health Tribal Health Extension Regional Offices, HEROs): <https://hsc.unm.edu/about/administrative-departments/community-health/programs/heros/>

New Mexico State University (NMSU, Las Cruces, Grants and Albuquerque, NM) County Extension Program: <https://extension.nmsu.edu/>

Tribal

NMSU Social Work Program: <https://socialwork.nmsu.edu/academic-programs/msw.html>

Tribal Extension: <https://tribalextnsion.nmsu.edu/>

Cooperative Extension Service provides the people of New Mexico with **practical, research-based knowledge and programs to improve their quality of life.**

We specialize in:

- Culturally Based 4-H Projects
- Diabetes Education
- Sheep Shearing Schools
- Backyard Community Gardening

Community Based Health and Social Wellbeing Programs in New Mexico:

Good Health and Wellness in Indian Country (GHWIC) programs through AASTEC

<https://www.aaihb.org/albuquerque-area-southwest-tribal-epidemiology-center/>

The Good Health and Wellness in Indian Country (GHWIC) Program provides technical support, resources, and training opportunities to the 27 American Indian Tribes, Bands, Pueblos, and Nations, urban Indian organizations, and other tribal entities within the Indian Health Service Administrative Area to support local tribal community health and wellness efforts to prevent chronic diseases.

The mission of AASTEC's Good Health and Wellness in Indian Country Program is to honor tribal traditions and knowledge on the path to Native defined wellness through relationships, respect, compassion, and service for the LOVE of THE PEOPLE.

at **Albuquerque Indian Health Board:** <https://www.aaihb.org/>

<https://www.aaihb.org/cherp/> - The **Community Health Education and Resiliency Program (CHERP) at the Albuquerque Area Indian Health Board, Inc.** provides trauma-informed and strengths based capacity building in STI/HIV prevention, opioid and substance use prevention, positive youth development, and mental health. Our program tailors to community needs to equip tribal public health professionals with the skills, resources, and tools to implement effective interventions and services. Through our approach, CHERP aims to promote community well-being while addressing health inequities and fostering a culture of care and support.

Navajo Nation Special Diabetes Program: <https://www.nnsdp.org/>

Social media page with current events:

<https://www.facebook.com/navajodiabetesprogram/>

988 Tribal Program: <https://988nm.org/native-american-resources/>

Native American Behavioral Health Resource Guide:

<https://nativeamericanresourcesnm.org/>

Indian Pueblo Cultural Center Education and Cultural Resources:

<https://indianpueblo.org/educational->

resources/?gad_source=1&gad_campaignid=12601854151&gbraid=0AAAAADhtPC8aERmVfDhv-7pybj1CF4eZH&gclid=CjwKCAjwxrLHBhA2EiwAu9EdM890iMUpZaBbvUE_H4wRZ4Q8qcDIJuzkSS0beigjqHp3_yDPCuTjlBoChnEQAvD_BwE

IPCC Indigenous Wisdom Curriculum Project: <https://indianpueblo.org/indigenous-wisdom-curriculum-project/>

Notah Begay III Foundation, NB3, <https://www.nb3foundation.org/>

Our Indigenous cultures are the foundation to how we live our lives. As Indigenous people, we draw our resilience and strengths from our ancestral knowledge, cultural traditions, languages and our connections to land, water and all living things. NB3 Foundation supports Native communities centering culture in their work to improve the health of Native children. This core area does not stand alone, but rather is naturally connected to and informs the other three areas: physical activity, healthy nutrition and youth development.

We are building our future Indigenous generations and families one child at a time. There is no one else who is going to do it for us. It is essential that Native children are provided with the support, relationships, experiences, resources and opportunities needed to become contributing, caring and responsible adults. For Native youth, this includes a strong sense of belonging, connecting and reconnecting youth to our relationships to land, cultural traditions, languages and current responsibilities. NB3 Foundation supports Native communities building and/or strengthening positive and culturally-rooted youth development for their children and communities.

NativeVision, Johns Hopkins University, <https://cih.jhu.edu/programs/nativevision/>

The mission of the NativeVision program is to empower Native American youth to realize their full (physical, mental, emotional and spiritual) potential through the promotion of physical fitness, healthy nutrition, and positive life skills. NativeVision began in 1996 as a summer sports and life skills camp for Native American youth, bringing together Native youth with collegiate and professional athletes who volunteer as mentors and coaches. More recently, NativeVision has evolved into a comprehensive year-round program including: a structured in-school or after school curriculum along with parent engagement; regional sports and life skills camps; and community events and outreach to promote fitness and nutrition. Local Health Coaches implement the year-round curriculum and community outreach, and they partner with volunteer local and national coaches to lead the camps. The curriculum and program materials have been developed by Johns Hopkins Center for Indigenous Health in partnership with Tribal communities in the Southwest.

NativeVision curriculum materials, training, and technical assistance are available to other tribal communities and programs through the Center for Indigenous Health.

NativeVision Program Components include:

1. **Youth sessions:** Culturally-based nutrition, fitness and healthy life skills education for Native youth through an activity-based, experiential curriculum taught by local Health Coaches throughout the school year.
2. **Parent and family engagement:** Structured parent lessons designed to share content and activities that youth received regarding nutrition, physical activity and life skills, so that NativeVision teachings and impact are extended to the home.
3. **Sports and life skills camps:** Camps are held during school break periods when youth can benefit most from positive enrichment and wellness activities.
4. **Community events and outreach:** NativeVision Health Coaches maintain a consistent presence at community-based events and partner with other programs to hold events that promote culturally-based healthy nutrition, fitness and positive lifestyles.
5. **Program monitoring and evaluation:** NativeVision activities are monitored through process tracking logs and regular feedback gathered from youth, parents, school staff, and community partners. Youth surveys track the impact of the program on participating youth knowledge, attitudes and behaviors.

NM Fresh Rx: <https://www.newmexicofma.org/freshrx.php>

MISSION

The New Mexico Farmers' Marketing Association is dedicated to strengthening the local food system by supporting New Mexico agriculture producers and cultivating strong networks for a healthier New Mexico.

VISION

We envision a food system where:

- Farmers earn a fair price for their products
- Fresh, healthy, culturally-appropriate food is available and affordable for everyone
- The public is deeply engaged in the local food economy

- Food dollars recirculate in our communities
- A strong web of partnerships supports a resilient food system

ENDS

The New Mexico Farmers' Marketing Association is devoted to supporting farming and locally produced foods in every New Mexico community. We do this by:

- Sustaining the farmers and producers who grow and sell food at farmers' markets and other local and direct marketing venues in New Mexico.
 - Educating the public about the importance of eating healthy, locally grown and produced food.
 - Encouraging the purchase of healthy locally grown food by all New Mexicans, including low-income and food insecure members of New Mexico communities.
-

MEMBER ASSISTANCE

TECHNICAL ASSISTANCE

Providing foundational support to community-focused farmers' markets is fundamental to the NMFMA's work.

- **Dedicated Staff** - Staff assists market managers, communities, government officials and others with inquiries, resources and information
- **Website** - A complete resource for individuals and communities interested in starting, improving and sustaining their local farmers' markets
- **Annual Market Manager Conference** - Every spring market managers from across the state gather to learn, network and sharpen their skills to make their markets successful gathering places for agriculture, health and community
- **Best-practice Toolkits** - Information is available on marketing, starting farmers' markets, conducting economic impact assessments, and more
- **Second Year Market Grants** - Dedicated to improving food access in underserved areas and improving the nutritional diets of those at risk, the NMFMA provides \$500 grants to markets that: (1) Will be in their second year of operation; and (2) Are located either in or adjacent to a "food desert" or a Far and Remote community (as defined by USDA), or located in a county with a higher than average rate of obesity or diabetes

- **Liability Insurance for Farmers' Markets** - Farmers' markets that are members of the NMFMA are eligible to buy general liability insurance through the association

FARMER SUPPORT

Helping farmers stay on their land always informs the work of the NMFMA.

- **Microloan Program** - Farmers - across the state are eligible to apply for easy, low-interest, unsecured loans of up to \$2,500 through our partner, the Sandia Credit Union
- **Farmer Training** - The NMFMA periodically partners with New Mexico State University Cooperative Extension, Farm to Table and other non-profit organizations to provide training and educational opportunities for on-farm success
- **Engaging Youth in Farming through Digital Media Storytelling** - Projects such as - Video Feeds - that worked with faculty and students at the University of New Mexico, San Juan College and New Mexico State University are developed to engage youth in issues of farming and sustainability
- **Customer Development Programs** - Initiating and supporting a breadth of programs that help customers get to know their farmers including Farmer Profiles, Mobile Messaging, a burgeoning New Mexico Farmers' Market Trail, and more.

PROGRAMS

FOOD ACCESS & NUTRITION

Helping create access to healthy, fresh and affordable food for underserved populations drives the NMFMA's daily work.

- **Double Up Food Bucks** - Developing and supporting the SNAP incentive program known as Double Up Food Bucks, the NMFMA delivers statewide programming through innovative partnership development, program administration and the sourcing of federal and state funding
- **WIC & Senior Farmers Market Nutrition Programs** - Working with the New Mexico Department of Health, the NMFMA provides government agency support including to ensure on-the-ground program success among low-income moms and seniors
- **EBT/SNAP** - Creating food access at farmers' markets among Supplemental Nutrition Assistance Program (SNAP) participants, the NMFMA provides

technical assistance to farmers' markets and program coordination with the New Mexico Department of Human Services

- **Community Health Worker Programs** - Creating and nurturing educational programs that provide community health workers with the tools and resources they need to assist their patients make healthy food choices
- **FreshRx Program** - Connecting health clinics and their patients diagnosed with diet-related illnesses with fresh food from their local farmers' markets.
- **Fruit and Vegetable Prescription Program (FVRx)** - Developed and funded this Wholesome Wave program that sought to effect dietary and behavior change in families by connecting local health clinics and their low-income patients to nutrition education and fresh food incentives for their local farmers' markets