



SANTA FE INDIAN SCHOOL
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Testimony for the United States Senate Committee on Indian Affairs
Oversight Hearing on "Protecting the Next Generation: Safety and Security at Bureau of Indian
Education Schools."

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Good afternoon Chairman Hoeven, Vice-Chairman, Senator Udall and members of the Senate Indian Affairs Committee. I bring you tidings and blessings from the State of New Mexico and the heart of the 19 Pueblo's homelands. I also extend special greetings to our very own, Senator Tom Udall from Northern New Mexico. My name is Gary J. Lujan from the Pueblo of Taos, working as Director of Trust Land Management and Security for the Santa Fe Indian School (SFIS).

SFIS on School Safety and Security

In taking a moment to reflect on the growing crisis of school violence: To date in just only 20 weeks, there has already been 21 reported school shootings: this averages out to more than 1 school shooting a week.

So what is the SFIS doing to safeguard our students? To date, Santa Fe Indian School, has invested its own limited resources, not available through existing ISEP Program or Facilities Operations funding, to replace worn and outdated mass notification alert systems for school lockdowns. Additionally, the SFIS has replaced with its means, outdated surveillance systems to assist with visual coverage of our campus. Additionally, the SFIS has been upgrading our Emergency Operations Plan (EOP), which will align with current Standard Response Procedures, utilized by law enforcement agencies nationwide. This EOP, also provides guidelines for scheduled, school lock down drills, which are effectively practiced throughout the school year.

So as we discuss the topic of "Protecting the Next Generation: Safety and Security at Bureau of Indian Education Schools," we must look at an additional source of our problem. Chairman and committee members, you are well aware, the Department of Interior has released the Budget Justifications Report for FY2019 funding for all of Indian Country. Within this budget

justification are many areas of concern. However, as we speak to school safety and security today, I want to raise certain issues beginning with the following:

1. The overall proposed FY 2019 budget by the DOI, has a reduction in ISEP Program funding by the amount of \$2,780,000, yet the Bureau states in their justification, "The FY2019 proposed level allows the BIE, the ability to fund safety operations and support of secure schools."
2. The overall proposed FY 2019 budget by the DOI, has a reduction in Facilities Operations funding by the amount of \$5,551,000, again with a justification that states, "The Education Facilities Operations program abates safety and health deficiencies." Chairman, it is increasingly becoming more difficult to address school safety when we are faced with reductions in these areas.
3. Through the passage of H.R. 5528 Omnibus Indian Advancement Act (P.L. 106-568), the SFIS sits on land held in trust for the 19 Pueblos. The jurisdiction of law enforcement lies with the BIA, Northern Pueblos Agency (NPA) located 45 miles away. While the BIA, NPA has recently added a School Resource Officer to the SFIS, any absence by that SRO means a service call request with a response time of 35 - 40 minutes, at best. This scenario happens frequently, as the Bureau is largely understaffed, leading to assignments out of districts to cover shortages elsewhere.

The overall proposed FY 2019 budget by the DOI, has a reduction in Criminal Investigations and Police Services funding by the amount of \$10,803,000. Any reduction further adds to officer shortages, leading to vacant SRO positions and our assigned SRO pulled from post at SFIS.

4. Equally important to Santa Fe Indian School is the availability of services, such as the Juvenile Detention Center Education program, which helps the SFIS to partner with facilities such as the Eight Northern Pueblos, Taos Butterfly Healing Center. Our partnership is built upon a restorative justice program called the SFIS Partnership for School Success program, which differs from punitive models. Just this week, the SFIS had two senior class students complete this program. With their reintegration into the regular school environment they will complete their education and graduate in less than two weeks.

As, I speak to the importance of this partnership, the proposed FY 2019 budget by DOI has a program reduction of \$497,000 which basically eliminates funding for a program upon which we are dependent.

5. The Budget Justifications Report for FY2019 provides in Appendix 2-28, a list of 30 Schools having received in SY 2017-2018 funding for Safe and Secure funds. Chairman, Vice-Chair, and committee, I ask - When will the remaining 139 schools under the BIE be added to this list?

I have pointed out the reduction of program funding for just a few of the programs we rely upon. **The SFIS respectfully requests on behalf our children that Congress restore funding back to FY2017 levels.**

Chairman, Vice-Chairman, committee, though I have provided in brief, the importance of funding, as a foundation to addressing the safety and security needs of our schools, what we must not forget is that gun violence comes to us, not just as an issue of students gaining access to guns, but a mental health crisis that is often swept aside, while the gun debate becomes the primary argument. The SFIS implores the committee to help with additional funding in the areas of mental health and education programs that proactively addresses issues such as this.

In closing, I would like to thank you for this opportunity to testify before the committee. This topic is critically important as we seek for the safety of our students at the Santa Fe Indian School, now, and more importantly, into the future. For further information on the SFIS and our programs, please refer to additional information provided below.

I humbly thank you for this opportunity,

Historical Perspectives

1. In the late 1870s, reformers tried a new experiment — reservation boarding schools. (Hyer S. 1990)
2. Between 1880 and 1902, twenty-five, off-reservation boarding schools were built with roughly 10 percent of the total Indian population attending these schools. In 1890, the Santa Fe Indian School became one of these schools. (Hyer S. 1990)

The Santa Fe Indian School was originally a product of this era, with current advancements thanks to tribal control under the Indian Self-Determination Act.

1. In 1962, Santa Fe Indian School was relocated to Albuquerque, New Mexico and combined with the Albuquerque Indian School (AIS). (Hyer S. 1990)
2. In 1976, nineteen (19) Tribal Resolutions authorized the All Indian Pueblo Council (AIPC) to contract for the operations of AIS, under the Indian Self-Determination (P.L. 93-638 of 1975). (Hyer S. 1990)
3. In 1979, as an act of defiance, the AIPC abandoned the unsafe Albuquerque facilities, while taking steps to reclaim the Santa Fe campus, and eventually relocating back to Santa Fe, New Mexico. (Hyer S. 1990)
4. In 1988, the Santa Fe Indian School Board, Inc. contracted for the operation of the Santa Fe Indian School under P.L. 100-297 Title V, part B Tribally Controlled and Operated Grant School, with funding via the BIA Schools Programs. (Hyer S. 1990)
5. On December 27, 2000 a significant event in the history of the Santa Fe Indian School came with the passage of H.R. 5528 Omnibus Indian Advancement Act (P.L. 106-568) signed by President Clinton. Known as the "Santa Fe Indian School Act," Congress authorized the transfer of the Santa Fe Indian School property into trust to the 19 Pueblos of New Mexico.

Over the years, as you can see, the Santa Fe Indian School (SFIS), as it currently exists, is not only an educational institution, but an institution with land management responsibilities.

Santa Fe Indian School, as an Institution

Educational Operations

Approximately 700 students attend SFIS in grades 7 through 12, with 2/3rds of the student population housed in dormitories, while the remaining 1/3 of the student population are transported by school buses from the surrounding Pueblo communities.

The core educational program is funded by the Bureau of Indian Affairs delegated to the Bureau of Indian Education within the Department of the Interior. Funding under Indian School Equalization Program (ISEP) covers the implementation of basic curricular requirements. Through the negotiated rule-making process, BIE is charged with implementing the federal regulations outlined in the Elementary and Secondary School Act (ESEA) reauthorized under President George Bush as the No Child Left Behind (NCLB), and subsequently, the Every Student Succeeds Act (ESSA), which was signed into law by President Obama on December 10, 2015. ISEP funding also provides funding for all support services: Information technology, cafeteria, security, athletics, and transportation. **A decrease funding will impact support services.**

Other areas of required services at SFIS that are not adequately funded are listed here as reference. Several of these areas have been identified as strategic goals within the BIE's most recent strategic plan; however, in referencing the Green Book, there is no indication that funding will be directly allocated to any of these goals.

1. School Safety and Security
2. Language and culture curriculum – SFIS applauds BIE's stated strategic goal to increase language and culture in BIE-funded schools; however, BIE needs to increase the weighted student unit (WSU) from .13 to .25. This will increase the amount of resources allocated to funding certified language teachers within BIE schools. BIE also needs to acknowledge that the languages belong to the tribes. Schools only need to provide assurance that students are moving toward student native language growth and speaking.
3. Behavioral Mental Health related activities – these are also identified as a BIE strategic goal under Mission Area: Wellness, Behavioral Health, and Safety, therefore, funding to support must be allocated.
4. Transportation – The established transportation formula does not cover the costs associated with delivering a full program, as transportation resources are allocated primarily to cover day student transportation.
5. Accountability System – BIE must not abdicate the sovereign authority of tribally controlled schools by requiring them to participate in state accountability systems. "Therefore, SFIS requests the negotiated rule-making committee once again provide resources to address what was previously defined as "an alternative definition of adequate

yearly progress" for tribes via tribal education departments and tribally controlled schools.

6. Career /College Prep – although currently highly supported and assessed (PARCC), resources do not adequately fund college and career readiness for each student.
7. Athletics – research shows that athletics support student academic achievement, increased student attendance, and lower drop-out rates and encourage both physical and mental health; however, transportation to athletic events are not covered as part of the funding formula.
8. Facilities Maintenance and Operations – resources must fund at 100% of the funding formula.

Santa Fe Indian School under Land Held in Trust

Tribal Sovereignty

Beyond the efforts in providing quality well-rounded education and continued improvement in student services, the Santa Fe Indian School also accepts the role as property owner within sovereign lands. This has required the development of a department that functions as the responsible entity for managing all property within the exterior boundaries of the 115 acres. The Trust Land Management Office (TLM Office) was created to address numerous trust land management issues. This department, allows me to sit before you this day as Director.

The following is a short list of Santa Fe Indian Schools, Trust Land Management responsibilities as a comprehensive approach to Sovereignty Protections which are necessary to properly meet the mandates of H.R. 5528, P.L. 106-568.

1. Law Enforcement & Safety
2. Tribal or contracted CFR Courts
3. Water Rights (Litigation and Negotiation)
4. Realty Property (Trespass, NEPA, Section 106 Compliance)
5. Roads and Infrastructure

Santa Fe Indian School and Trust Land Management Challenges

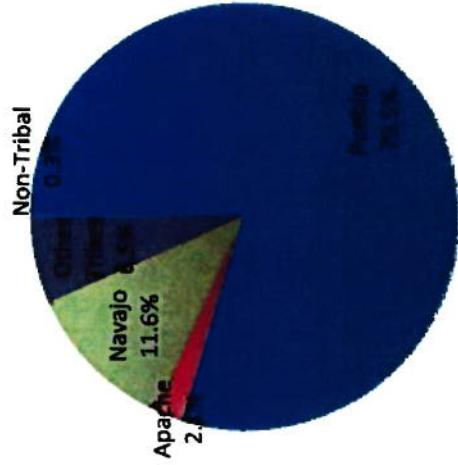
1. Under P.L. 106-568, H.R. 5528, (SFIS Act) Section 824. Land Use (c) Applicability of Laws. The SFIS Act, subjected the 19 Pueblos to all laws applicable to Indian Lands; however, **the transfer provided no funding to meet this mandate.** Since that time, the Santa Fe Indian School, has been seeking base budget funding so that it can comply with this mandate.

References

Hyer Sally, 1990 (One House, One Voice, One Heart, Native American Education at the Santa Fe Indian School), New Mexico Press, ISBN 0-89013-212-7

STUDENT ENROLLMENT BY TRIBE 2017-2018

Tribe - Pueblos	Student Enrollment
Pueblo of Acoma	23
Pueblo of Cochiti	36
Pueblo of Isleta	7
Pueblo of Jemez	41
Pueblo of Laguna	37
Pueblo of Nambe	8
Pueblo of Picuris	2
Pueblo of San Felipe	107
Pueblo of San Ildefonso	12
Ohkay Owingeh	97
Pueblo of Santa Ana	6
Pueblo of Santa Clara	40
Pueblo of Santo Domingo	122
Pueblo of Taos	9
Pueblo of Tesuque	27
Pueblo of Zia	12
Zuni Tribe	19
Total	605



Total Enrollment = 718

Tribe - Other	Student Enrollment
Arapaho	2
Cheyenne River Sioux	1
Cheyenne-Arapaho	2
Chippewa Cree	2
Colville	1
Comanche	1
Crow Tribe of Montana	2
Eastern Band of Cherokee Indians	3
Gila River	1
Hopi Tribe of Arizona	9
Northern Cheyenne Tribe	1
Oglala Sioux	2
Omaha	1
Ponca	2
Sac & Fox	2
Sisseton-Wahpeton Sioux of Lake Traverse Res.	3
St. Regis Band of Mohawk Indians	2
Shoshone Bannock	1
Three Tribes of Fort Berthold Reservation	2
Ysleta	1
Non Tribal members	2
Total	43

Tribe - Navajo Nation	Student Enrollment
Chinle Agency Navajo	4
Crown Point Agency Eastern Navajo	40
Fort Defiance Agency Navajo	10
Shiprock Agency Navajo	5
Tuba City Agency Western Navajo	3
Total	62

Tribe - Apache	Student Enrollment
Jicarilla Apache Tribe	7
Mescalero Apache	1
Total	8