



GALLUP-McKINLEY COUNTY SCHOOLS

PUBLIC HEARINGS for
FEDERAL PROGRAMS
School Year 2020-2021

TITLE I

Description:

- The purpose of Title I is to support strategies and activities to raise the achievement of low performing students. Title I is a Federal program to help disadvantaged students meet high academic standards. All GMCS schools receive Title I funding
- Funds are distributed to schools based upon number of students from low income families
- Schools use funds according to the needs of the students
- Examples: extended learning time, staff development for teachers, instructional supplies, computers, software, and more teachers to decrease number of students in a classroom

SY 2019-2020: \$8,562,808

- 23% School Site Allocations
- 51% Preschool Teachers-Salaries and benefits. 19 Preschool Teachers, 2 Student Leader Interns, 8 Technology Assistants, 31 Instructional Coaches-Salaries and Benefits.
- 5% Administration-Salaries and Benefits Title I Coordinator, 3 Directors of Instruction
- 14% Professional Development-On site instructional coaching for all schools
- 4% Private Schools Rehoboth Christian School, Sacred Heart and St. Bonaventure
- 1% Parental Involvement
- 2% Indirect Cost

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- 14% Professional Development-On site instructional coaching for all schools
- 4% Private Schools Rehoboth Christian School, Sacred Heart and St. Bonaventure
- 1% Parental Involvement
- 3% Indirect Cost

Lisa Blanco, Title I Coordinator, lblanco@gmcs.org, 505-721-1024

TITLE II-Teacher/Principal Professional Development

Description:

- The purpose of Title II is to increase the number of high-quality, effective teachers and principals;
- Funds can be used for a variety of purposes, from recruiting and retaining teachers, tuition reimbursement for course work, new teacher support and professional development.

SY 2019-2020: \$865,910

- **77% School Leader Interns (7)**
- **10% Novice Teacher Support**
- **4% Recruitment**
- **6% Private Schools**
- **2% Indirect Costs**
- **1% College Course Reimbursement**

SY 2020-2021: \$921,085

- **86% School Leader Interns (8)**
- **4% Novice Teacher Support**
- **6% Private Schools**
- **3% Indirect Costs**
- **1% College Course Reimbursement**

Rachel Rodriguez, Director, rodrigu@gmcs.org or at 505-721-1006

Title III Part A

Program Description:

This program is known as the Language Instruction for English Learner (EL) and Immigrant Students Act (Section 3102 of the lists the purpose of the law). The focus of the program is to ensure that EL students, including immigrant children and youth, **achieve English language proficiency and meet the same state academic standards** that all students are expected to meet. School districts must use Title III funds to supplement state language programs.

- ❖ Curriculum inclusive of ELL strategies and Professional Development for teachers.
Resource support – WIDA standards K-12 for Speaking, Writing, Reading and Listening (SWRL) for ELL language skills development K-12.
- ❖ Support site Principals in implementing cultural relevant text and EL strategies by teachers to enrich language skills (Speaking, Writing, Reading and listening) for ELL students across grades.
- ❖ Support school site parent engagement initiatives.

SY 2019-2020: \$258,756

- 67% Professional Development
- 33% Software

SY 2020-2021: \$ 268,685

- 53% Professional Development
- 47% Software

State Bilingual Multicultural Program

Program Description:

The Bilingual Multicultural Education Act of 2004 provides funds for districts to implement BMEPs, and refers to a program using two languages, including English and the home-heritage language as a standard of instruction. The NM Administrative Code (NMAC) provides guidance for districts in developing bilingual program goals (Statute 6.32.2.9). School site leadership are responsible for developing their state applications (beginning SY 2018-19) with district support. Districts also engage in Tribal Consultation and Collaboration meetings as deemed essential by both parties.

- ❖ The district will support Heritage and Dual Language instruction programs with focus on Navajo and Zuni; through engaging curriculum, pacing guide, benchmark test, and annual administration of Oral Language Assessments (using tribally approved standards).
- ❖ Facilitate professional development of Heritage Language teachers and support local site BMEP application submissions.
- ❖ Support Bilingual Biliteracy proficiency initiatives and build capacity for Heritage Language inclusion in schools for Spanish.
- ❖ Initiate Dual Credit course with NTU for Navajo II semester course (syllabus approved by NTU).
- ❖ Support Culturally Linguistic Responsive teaching at school sites and provide PD for schools.

SY 2019-2020: \$ 767,354

- 98% Personnel Salary & Benefits
- 2% Supplies & Materials

SY 2020-2021: \$863,178

- 64.9% Personnel Salary & Benefits
- 10.9% Professional Development
- 1.6% Software
- 22.6% General Supplies & Materials

Contact: Sandra Freeland, Title III/Bilingual Coordinator - sfreelan@gmcs.org phone: 505-721-11022

TITLE IV- Student Support and Academic Enrichment

Description:

- The purpose of Title IV is to provide students with access to a well- rounded education, improve school conditions for student learning and improve the use of technology in order to improve the academic achievement and digital literacy for students.
- Funds to GMCS are based on overall poverty data

SY 2019-2020: \$607,170

- Schools receiving Title IV funds:
 - Crownpoint Elementary, Del Norte Elementary, Navajo Elementary, Rocky View Elementary, Thoreau Elementary, Turpen Elementary, Chief Manuelito Mid, Crownpoint Mid, Gallup Mid, JFK Mid, Navajo Mid, Thoreau Mid, Tohatchi Mid, Crownpoint High, Central High, Gallup High, Miyamura High, Navajo Pine High, Ramah Mid/High, Thoreau High, Tohatchi High, Tse Yi Gai High
- **24% College and Career Pathway Professional Development**
- **23% Reading Intervention PD and web license**
- **24% On-Site Instructional Coaching**
- **23% Positive Behavior Intervention Professional Development and Software**
- **4% Private Schools**
- **2% Indirect Costs**

SY 2020-2021: \$632,745

- **72% Hotspots**
- **21% Positive Behavior Intervention Professional Development and Software for all middle schools**
- **4% Private Schools**
- **3% Indirect Costs**

Jason Wayman at jwayman@gmcs.org or at 505-721-1156

Title VI, Part A, Subpart 1

Program Description:

The purpose of Title VI is to meet the unique cultural, language and educational needs of American Indian students and ensure that all students meet the challenging state academic standards. GMCS supplements the regular school programs by providing students an opportunity to participate in Native language classes that would otherwise be unavailable, and provides culturally responsive training for GMCS staff.

Objectives:

To increase knowledge of cultural identity and awareness, to increase parent participation and to increase Native American Language instruction programs.

SY 2019-2020: \$ 1,773,104	SY 2019-2020: \$ 1,861,912
93.5% salaries/benefits for 29 NLC teachers * 1.4% employee travel * 2.3% equipment * 0.4% supplies/material * 2.56% indirect costs	92.1% salaries/benefits for 29 NLC teachers * 1.8% employee travel * 0% equipment * 3.1% supplies/material * 2.85% indirect costs

Contact: Teri Fraizer at 505-721-1036 or at tfraizer@gmcs.org

Service for Exceptional Students – Special Education

The Special Education program is funded through the NM Public Education Department, with funds from several Federal Grants, as well as through Medicaid Reimbursement. The Funding sources include IDEA B, IDEA B Pre-School, Special Education Impact Aid, and Special Education Private School budgets that are managed through the Services for Exceptional Students Office.

Approximately **2218 students** of the total student enrollment of GMCS receive Special Education Services. Services are available in all the 34 school sites and are supported by three SES Program Coordinators and 110 Special Education Teachers, and 90 Educational Assistants.

To be eligible for Special Education services in New Mexico, a student must be identified by a formal evaluation. Students are not evaluated without parent permission and the exhaustion of all Tier I & Tier II interventions.

Special Education Identification:

Evaluation Supports provided through the Student Assistance Team Process (SAT) for review of all possible interventions prior to requesting a formal evaluation via Special Education Services is required under IDEA

Identification Evaluation team scores and assesses student data to determine qualification

Notification Parents/Guardians are notified whether the student had scores within the qualifying range

Samples of services:

<p><u>Case Management:</u> Placement into classes and monitoring of student progress in the regular curriculum</p>	<p><u>Consultation/Monitoring:</u> Meeting with students at regular intervals in order to support students and monitor progress</p>	<p><u>Inclusion Support:</u> Teachers of the Gifted work within regular classrooms to provide enrichment</p>
<p><u>Resource/Study Skills Tier III Intervention Classes:</u> Classes are supported with evidenced based electronic curriculum designed to correct skills deficits in Reading & Math</p>	<p><u>Low Incidence Disabilities Programs:</u> A combination of self-contained and inclusion supported classes designed to meet the life skills/daily living skills of students with involved needs through a variety of evidenced based curriculum options and Community Based Instruction (CBI)</p>	<p><u>GTI/Project SEARCH:</u> Gateway To Independence and Project SEARCH are two options for post-secondary support programs designed to bridge the gap between graduation and employment of students with Low Incidence Disabilities</p>
<p><u>IEP Supported Programs:</u> Each placement is determined by the Individual Education Plan Team and identifies the Least Restrictive Environment for each student, as well as the Related Services (OT, PT, Speech, Social Work) and academic supports required to offer the greatest opportunity for educational success including students that have been long-term suspended from their regular school environments (IAES).</p>		

If you have questions, please contact John Overheim, Director of Services for Exceptional Students, at

505-721-1800 or joverhei@gmcs.org

The expected and planned expenditures for the 2020-2021 school year are as follows:

IDEA B - \$5,406,135.00 (with Carryover)

Staff Salaries, Addenda, & Benefits – 47%	Administrative Software – 1%
General Supplies & Materials – 30%	Student After School Supports – 9%
Student Supports (Travel, Work Study, Software) - 5%	Professional Development – 8%

IDEA B Pre-School - \$120,763.00

Staff Salaries, Addenda, & Benefits – 52%	Administrative Supplies – 6%
General Supplies & Materials – 29%	Child Find Evaluation Tools – 4%
Student Supports - 5%	Professional Development – 4%

SE Impact Aid - \$2,090,276.00

Staff Salaries, Addenda, & Benefits – 39%	Administrative Software & Supply Assets – 25%
General Supplies & Materials – 8%	Parent Supports (Parent Academy, Travel) – 1%
Student Supports (Travel, Work Study, Software, CBI) -18%	Professional Development & Subscriptions – 9%

Private Schools - \$141,864

Staff Salaries, Addenda, & Benefits – 77%	Speech Services – 6%
Student Supports (Tutoring, Direct Supports) -17%	

Medicaid - \$4,631,857.00

Staff Salaries, Addenda, & Benefits – 2%	Administrative Software – 6%
General Supplies & Materials – 20%	Fixed Assets (Health Rooms, Offices) - 31%
Student Supports (Travel, Work Study, Software) - 5%	Professional Development & Subscriptions – 10%
Contracted Services (Nursing) – 20%	Technology (Nursing) – 3%
CPR Training – 1%	Travel (Social Work, Parent, Wellness) -2%

Gifted and Talented Education

The Gifted and Talented Education program is funded through the NM Public Education Department, with moneys going into the district's operational fund.

Approximately 5% of the total student enrollment of GMCS receive Gifted Services. Services are available in all of the 33 school sites, and are provided by one Coordinator and 12 Teachers of the Gifted.

To be eligible for Gifted serviced in New Mexico, a student must be identified by a formal evaluation. Students are not evaluated without parent permission.

Gifted Identification:

Evaluation Screening of all students at grades 3, 6, and 9; Students who show gifted traits are offered the opportunity to be evaluated.
 GMCS attempts to evaluate 30% of all third grade students
 Evaluation of other students grade 4 and 12 at parent/teacher request
 Limited Evaluation of 2nd grade students at parent/teacher request in late spring semester

Identification Evaluation team scores and assesses student data to determine qualification

Notification Parents/Guardians are notified whether the student had scores within the qualifying range

Gifted services:

<p><u>Case Management:</u> Placement into classes and monitoring of student progress in the regular curriculum</p>	<p><u>Consultation with Regular Education:</u> Meeting with students' teachers at regular intervals in order to support students with enrichment or acceleration</p>
<p><u>GATE Peer Mentoring:</u> Gifted students are trained to be mentor to younger students, then partnered to work together in a mentoring relationship</p>	<p><u>GATE Talent Development:</u> Teachers of the Gifted work with individuals and groups to work on exploratory projects based on student areas of interest.</p>

If you have questions, please contact Diana White, Coordinator for Gifted Services, at 505-721-1814 or dwhite@gmcs.k12.nm.us.

Programs Funded by Title VII (Impact Aid)

DESCRIPTION: Allocations from federal government to schools in lieu of property taxes and generated by all students who live on Indian lands and federal housing

2019-2020 Projected Allocation: \$31,445,807

INDIAN POLICIES AND PROCEDURES (IPP)

- Ensures that GMCS informs parents, chapters and Pueblo of Zuni regarding programs
- Ensures that GMCS collects input from parents and tribal leaders
- Ensures that GMCS reports on the progress of Native American students
- Ensures the IPPs are revised and approved annually

SALARIES AND BENEFITS

- a. Counseling Program - funds counselors' salaries and benefits in each elementary, middle and high school.
- b. Public Relations Services – funds salaries and benefits for department.
- c. Technology Support Staff – funds salaries and benefits for technology personnel.
- d. Library Assistants – funds salaries and benefits for all elementary and middle schools' library assistants. The assistants work directly with classroom teachers on finding resources for the reading curriculum. In addition, they also help with coordinating various school events in the school.
- e. Community Liaison Services – funds salaries and benefits for all community- school liaisons in the district. The liaisons work directly in the schools with helping to bring parents to the meetings and also help with delivering important messages to the parents from the schools.
- f. Rural Increments – funds rural increments to all instructional staff for the schools located in the county
- g. GATE coordinator salary and benefits – the coordinator work directly with SPED teachers, school staff and parents on ensuring all students identified as GATE are receiving services

INSTRUCTIONAL SERVICES

- a. Professional development to teachers, counselors, administrators across district
- b. Contract Services – pays for district-wide programs – PowerSchool, software for libraries and classrooms, supplies/materials as needed, textbooks for dual credit

DEBT SERVICES

- a. Repay bonds that funded the construction of teacher housing in Navajo, Tohatchi, Ramah, Tseyigai, and Crownpoint.
- b. Initial cost was \$38,000,000. Pay \$2.5 - \$3 million per year. Current balance \$11,000,000 with projected last payment in 2026.

CONTACT

Dr. Pauletta White, Associate Superintendent at pwhite@gmcs.org or at 505-721-2249