

TRIBAL EDUCATION STATUS REPORT

2022-2023



GALLUP-McKINLEY
COUNTY SCHOOLS

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EXECUTIVE SUMMARY

The Gallup-McKinley County School (GMCS) district is a public entity with approximately 12,800 (plus) students that attend school both in-person and virtually. About 75% of the students attending the district identify as American Indian. Each of the 32 schools have Heritage Language and Culture (HLC) programs with teachers that support revitalizing the Diné and Zuni languages. In addition, to language programs, the district will share each of the supports American Indian students receive to make their academic experience the highest of quality and relevant to their real-world lives. Items discussed in this Tribal Education Status Report (TESR) will revolve around systems and policies discussing improving student attendance, College/Career/Civil Readiness coursework, dropout rates and improvement efforts, parent/community involvement, graduation rates, school safety, student achievement, the financial needs of educating students, the current Indian Policies and Procedures (IPP) document, and the many consultations conducted with tribal officials.

INTRODUCTION

The New Mexico Indian Education Act requires each school district with tribal lands within its boundaries to provide an annual Tribal Education Status Report. The Gallup – McKinley County Schools’ Tribal Education Status Report shows tables, graphs, and documentation for the following areas as required by Article 23A Indian Education Act 22-23A-7.

1. Student Achievement
2. School Safety
3. Graduation Rate
4. Attendance
5. Parent and Community Involvement
6. Educational Programs Targeting American Indian Students
7. Financial Reports
8. Current Status of Indian Policies and Procedures
9. School District Initiatives to Decrease the Number of Student Dropouts and Increase Attendance
10. Public School Use of Variable School Calendar
11. School District Consultation with District Indian Education Committee, School-Site Parent Advisory School Councils, Tribal, Municipal and Indian Organizations
12. Indigenous Research and Evaluation Measures and Results of Effective Curricula for Tribal Students
13. Access to Native Language Programs

Within Gallup-McKinley County Schools (GMCS), 32 elementary, middle, and high schools are located on or near the Navajo and Zuni Indian Reservations. Out of the 32 schools, 13 of the schools are located on the Navajo Indian Reservation.



STATUTORY REQUIREMENTS

This section describes the laws and rules that apply to the Tribal Education Status Report in the relevant part as follows:

22-23A-7. Report.

A. The Indian Education Division, in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students, shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall offer the information whom either or not entities outside state government collaborate as requested.

B. A school district with tribal lands located within its boundaries shall provide a district-wide tribal education status report to all New Mexico tribes represented within the school district boundaries.

C. These status reports shall be written in a brief format and include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:

- (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity.
- (2) school safety.
- (3) graduation rates.
- (4) attendance.
- (5) parent and community involvement.
- (6) educational programs target tribal students.
- (7) financial reports.
- (8) current status of federal Indian education policies and procedures.
- (9) school district initiatives to decrease the number of student dropouts and increase attendance.
- (10) public school use of variable school calendars.
- (11) school district consultations with district Indian education committees, school-site parent advisory councils, and tribal, municipal, and Indian organizations; and
- (12) indigenous research and evaluation measures and results for effective curricula for tribal students.
- (13) Access to Native Language programs

STUDENT DEMOGRAPHICS

The following table shows the total student enrollment for GMCS at the end of the school year ending June 2021. There were 9,731 American Indian/Alaskan Native students enrolled which is 75.5% of the total student population of 12,895 for school year 2021-2022.

DISTRICT ENROLLMENT of In-person Students Only

	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	Total
Elementary	69	55	420	1104	3780	*	5434
Middle	33	28	222	493	1838	*	2618
High	65	27	275	666	2867	*	3904
Total	167	110	917	2263	8485	14	11956

Less than 10 students are denoted with a *

ELEMENTARY SCHOOL ENROLLMENT

	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	Total
Catherine A. Miller	*	*	14	38	301	*	356
Chee Dodge			13	35	205		253
Crownpoint	*	*	*	36	273		331
David Skeet		*	17	38	202		260
Del Norte		*	30	161	312		506
Indian Hills	*	*	31	76	167		284
Jefferson	*	*	32	169	346		553
Lincoln	*		22	133	204	*	367
Navajo	*	*	13	33	275		331
Ramah	*	*	49	33	133		218
Red Rock	19	*	86	77	137		324
Stagecoach	*	*	16	100	228		349
Thoreau	*	*	27	54	329		417
Tohatchi	*	*	17	19	184	*	237
Turpen	*	*	36	64	291	*	398
Twin Lakes	*	*	*	38	193	*	250
Elementary Total	69	55	420	1104	3780	*	5434

Less than 10 students are denoted with a *

MIDDLE SCHOOL ENROLLMENT

	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	Total
Chief Manuelito	*	*	38	137	451		637
Gallup	*	*	*	25	149		188
Crownpoint	11	*	73	109	233	*	431
Navajo	*	*	52	154	473		690
Tohatchi	*	*	17	16	118	*	157
Thoreau	*	*	19	30	223		278
John F. Kennedy	*	*	15	22	191	*	237
Middle Total	33	28	222	493	1838	*	2618

Less than 10 students are denoted with a *

HIGH SCHOOL ENROLLMENT

	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	Grand Total
Crownpoint	*		12	26	295		340
Gallup		*	15	29	73	*	119
Gallup Central	10	*	46	174	661		898
Miyamura	29	*	103	334	836	*	1312
Navajo Pine	*	*	11	20	150	*	184
Ramah	*	*	47	24	155		231
Thoreau	*	*	26	26	359		422
Tohatchi	*	*	13	29	275		328
Tse 'Yi 'Gai	*		*	*	63		70
High Total	65	27	275	666	2867	*	3904

Less than 10 students are denoted with a *

AMERICAN INDIAN/ALASKAN NATIVE STUDENT ENROLLMENT

At the end of June 2021, there were 9,731 students who were identified as American Indian/Alaskan Native. The table below shows the number of students and the tribes they represent.

Tribe	Students	Tribe	Students	Tribe	Students
Acoma	10	Laguna	*	Pojoaque	*
Jicarilla Apache	*	Mescalero Apache	*	Taos	*
Kewa	*	Navajo	9,314	Zuni	262

Less than 10 students are denoted with a *

STUDENT ACHIEVEMENT

Objective.

Ensure student achievement in New Mexico public schools is measured by statewide tests. The approved results are disaggregated by ethnicity, gender, economic status, and disability.

Students will increase their reading skills proficiency by 15% by April 2023 using the New Mexico Measures of Student Success and Achievement (NM-MSSA).

Students will increase their math fluency skills proficiency by 15% growth by April 2023 using the New Mexico Measures of Student Success and Achievement (NM-MSSA).

All 11th grade students in New Mexico public schools will participate in the digital SAT during the school day in spring 2023 as part of our federally required state testing program, except for those students who take the alternate assessment based upon an IEP. The SAT consist of 3 timed tests: Reading, Writing and Language, and Mathematics, whereupon students will increase their opportunity to measure these skills for college entry.

Background.

The New Mexico assessments include the evaluation of student progress in the following areas: Reading/English language arts 3-8, 11; math 3–8, 11; Science in grades 5, 8, and 11, Spanish reading, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.

For the 2021-2022 school year, Gallup McKinley County schools administered the New Mexico Measures of Student Success, and Achievement (NM-MSSA) assessments are available for the end-of-year administration windows set by PED in grades 3-8, Reading, Writing & Language Usage, and Math and grade 11 for the SAT.

Methods.

The following tables document the 2021-2022 assessments that GMCS students took. In that year, students took state assessments from third grade to eight grade and 11th in high school. . The New Mexico Assessment of Science Readiness (NM-ASR) was administered to measure science achievement for the fifth (5th) grade, eighth (8th) grade, and high school juniors (11th).

The New Mexico Assessment of Science Readiness (NM-ASR) measures science proficiency aligned to the New Mexico STEM Ready Science Standards for students in 5th, 8th, and 11th grades.

The Gallup McKinley County School district has high expectations for all principals focused on differentiated instruction that impacts student achievement. Some of the expectations focused on instruction include:

- Use of formative and summative assessment to drive classroom instruction
- Weekly collaboration time for using data and meetings with grade and content are

teachers

- Use of the district Year-At-a-Glance and curriculum to align daily instruction
- Use of classroom walkthrough data in set observation and feedback cycles with teachers

Use of culturally relevant curriculum resources

Results.

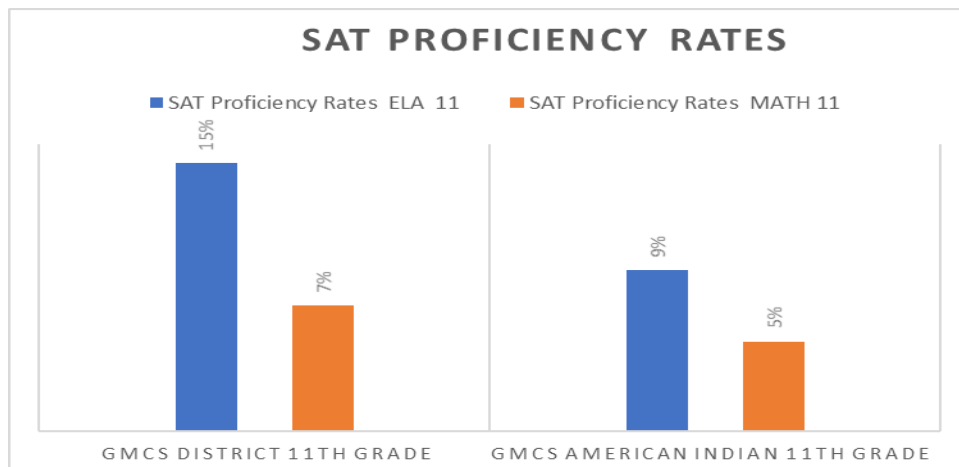
ALL STUDENTS

All students	READING		MATH		SCIENCE	
	Number	% Proficient	Number	% Proficient	Number	% Proficient
All Students	7,763	25%	5,518	18.1%	2463	27%
American Indian Students	3633	18.7	3649	16.7	1944	21.4

The table above shows the assessments by student groups of all students and by American Indian ethnicity.

Subgroup	Read Total	Read Percent	Math Total	Math Percent	Science Total	Science Percent
All Students	7,763	25	5,518	18	2,463	27
Female	3,835	27	2,722	17	1,206	26
Male	3,928	22	2,796	19	1,257	27
Caucasian	481	50	334	37	142	56
African American	65	38	38	21	13	31
Hispanic	936	42	640	24	281	42
Asian	109	56	82	54	35	63
American Indian	6,164	19	4,419	15	1,989	22
Free and Reduced Lunch	7,763	25	5,518	18	2,463	27
Students with Disabilities	929	11	702	9	326	10
English Language Learners	2,676	16	2,080	13	991	19
Economically Disadvantaged	4,741	19	3,214	13	1,410	20

*Indicates less than 10 students so results are masked



Proficiency Rates	ELA 11	MATH 11
GMCS district 11th grade	15%	7%
GMCS American Indian 11th grade	9%	5%

The graph above compares all GMCS 11th grade SAT proficiency to GMCS American Indian 11th grade students' proficiency score.

Conclusion.

Achievement data for 2022 required new assessments to establish a new baseline. Comparisons cannot be made with past years' assessments due to the different content that was assessed. The different assessments include NM_MSSA reading and math for grades 3-8, SAT reading and math for 11th grade, NM ASR science for grades 5, 8, and 11, DLM reading, math and science for students requiring special education, and the SBA-Spanish for students requiring reading in Spanish. All assessments were combined into one database, and their proficiency levels were calculated. In monitoring proficiency rating for all students compared to American Indian students, American Indian students performed 7% less in reading, 2% less in math, and 6% less in science.

Action Plan.

Gallup McKinley County Schools will continuously improve curriculum, assessment, and data-driven processes to ensure alignment with state standards and resources that promotes highly effective instruction and improves student outcomes in all academic areas.

1. Classroom Supports – Data-Driven Instruction and Data-Informed Decision-Making

a. All students in Gallup McKinley County Schools participate in small group instruction based on their performance data. School site teams analyze student performance data after each three-week unit. District level coaches and outside one consultant provide professional development on layer one interventions

2. Classroom Supports - High-Quality Core Instruction and Interventions

a. Gallup McKinley County Schools has a centralized pacing guide (Year at a glance) aligned to the Common Core State Standards. Representative's vet the core curriculum and supplementary materials across the district to ensure culturally and linguistically appropriate content. District-level coaches and outside consultants provide each school with training and support on delivering culturally responsive teaching across all layers of instructional support.

3. School Supports – Informed and Effective School Leadership and Systems

a. District-level teams support local school teams in the leadership structures and practices aligned to data-informed interventions. All school site administrators utilize observation and feedback cycles to ensure implementation fidelity and provide job-embedded coaching and modeling. School-wide professional development is monitored through these cycles of comments and feedback.

4. School Supports - Collaboration and Processes for Layered Continuum of Supports a.

Gallup McKinley County School district provide the school with a 90-minute block of time for collaboration around student performance data and intervention support. Teachers and wellness staff work in professional learning communities to analyze data, share strategies, plan collaboratively, and assess the impact of instruction and interventions. School leaders are present to provide support and accountability to ensure the collaborative process is followed.

SCHOOL SAFETY

Objective.

This component aims to ensure that students in New Mexico attend safe, secure, and peaceful schools. In GMCS, all schools have received training in Crisis Prevention Intervention (CPI) , ALICE (Alert, Lockdown, Inform, Counter, Evacuate) and have active school site safety teams in place. All schools have updated School Safety Plans and received various training concerning staff safety. All schools have implemented a positive behavior support program, called Kickboard, to focus on prevention instead of intervention.

Background.

Gallup McKinley County school safety teams are located at each campus, and staff are trained annually on how to ensure school and student safety. The school teams are responsible for crisis intervention prevention, ALICE training, practice drills, and general student wellbeing.

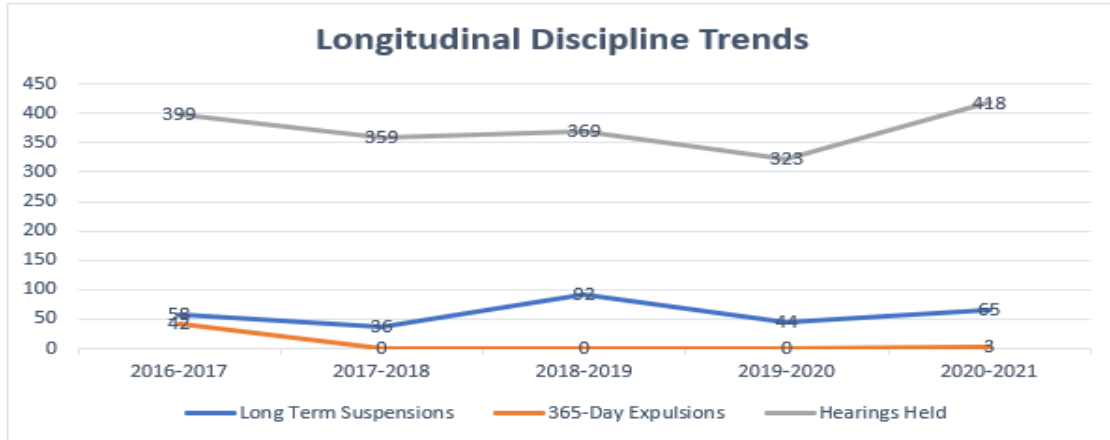
The counseling department has provided training to staff to learn about signs of suicide and how to intervene early. In addition, there were targeted counseling services for students experiencing substance abuse problems. Finally, social workers and school counselors work with students individually when a need arises.

Methods

Gallup McKinley County schools have submitted safety plans to ensure every school is safe. Positive school behavior support plans have been implemented district wide.

The school district partners with tribal organizations when responding to emergencies, disasters, and other urgent situations. Some partners are the Navajo Nation Emergency Management Services and Indian Health Services in Gallup, NM, Crownpoint, NM, and Fort Defiance, AZ. In addition, the district partners with the Navajo Nation Department of Public Safety. Through these partnerships, GMCS school staff has been trained to assess school threats, manage suicide intervention in both mental health and cultural sensitivity, mental health, first aid, and culturally responsive counseling.

Results.



	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Hearings Held	399	359	369	323	418
Long Term Suspensions	58	36	92	44	65
365-Day Expulsions	42	0	0	0	3

Conclusion.

The table above shows that the number of hearings, long-term suspensions, and expulsions has slightly increased in the past school year. There were 418 hearings during the 2020-2021 schoolyear. This is 95 more hearings as compared to SY 2019-2020. Sixty-five students who violated these contracts were placed on long-term suspension for ten or more school days. Multiple incidents and infractions were due to students physically attacking one another, possessing intoxicating substances/paraphernalia, drug related offenses, bringing firearms to school, and trafficking drugs.

School sites have worked diligently over the past few years to work with students in a proactive manner rather than reacting to students' behaviors. Across the district, teachers focus on increasing student engagement in all lessons to increase student knowledge and minimize unstructured time. Teachers and counselors also focus on teaching appropriate the behaviors throughout the school day. Student Assistance Teams are functioning in all school sites to address any behavior as it arises.

School counselors are working more with students on intervening in substance abuse and have received training on deploying and implementing student counseling groups to address both substance abuse and suicidal thoughts.

Action Plan.

Gallup McKinley will continue to provide the schools and staff with ongoing training to support and carry out school safety plans; emergency plans, recovery plans, which includes fire drills, ALICE training, and assigned vector trainings in blood borne pathogens, child abuse, and harassment.

Gallup McKinley County Schools provided the district with 14 social workers, 26 school counselors, and 18 student success advisors (individuals earning a counseling degree). These providers are focused on whole school academic interventions, and social/emotional needs. GMCS offers wrap around intervention programs with a heavy emphasis on counseling. GMCS has twenty-eight licensed school counselors that provide 1. social and emotional well-being classroom presentations, 2. group counseling for specific mental health issues and 3. one-to-one counseling for students experiencing mental health trauma. GMCS currently has twenty-one (21) Student Success Advisors who are in the process of becoming licensed school counselors. Additionally, GMCS has developed MOUs (Memorandum of Understanding) with Indian Health Services (MOU) to provide both in- and out-of-school supports for students and families. GMCS has ten (10) social workers, and one cultural interventionist who provide direct services for students in their school sites. In addition, the social workers support families in gaining access to health and well-being resources throughout the community. GMCS is in the process of implementing two online courses for students around health and wellness. Social emotional learning curriculum has also been provided through Gaggle online therapy and the 7-mindsets early warning program.

Gallup McKinley County schools has also initiated a positive behavior system under the Kickboard program. The Kickboard program is a behavioral support to help districts and schools drive positive climates and cultural appropriate behavioral interventions. This tool provides quick, easy, and real time behavioral assessments which monitors student behavior, social emotional learning, and the effectiveness of school positive behavior interventions to reduce behavioral referrals, suspensions, and classroom behavioral incidents.

GRADUATION RATES

Objective.

Gallup McKinley County’s goal is to increase the graduation rate to 75% and above for the district high schools and all-American Indian students. Gallup McKinley county’s objective is to ensure all American Indian students graduate with a high school diploma and are provided a foundation for college and career readiness.

Background.

The high school experience and earning a diploma provide students with the necessary credentials for a solid college, career and civically readiness pathway.

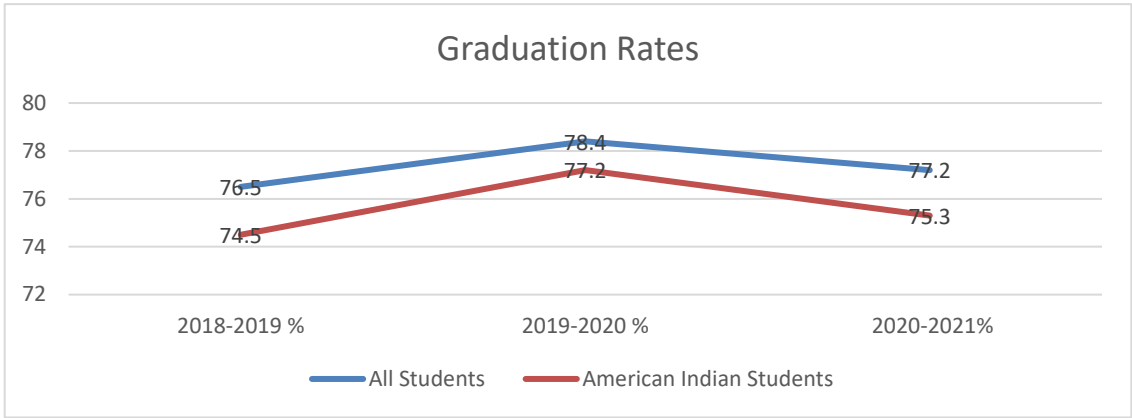
GMCS is working with high schools in developing pathways individualized for work

opportunities in the student’s local community. Mid schools have introductory courses to help students decide the pathway they want to enter once they attend high school. Elementaries are exploring multiple ideas for future careers by using software to match their interests.

Methods.

In GMCS, the high schools work with students and their parents to complete and follow the NMPED’s Next Step Plans to guide students through school. In addition, students collaborate with their counselors and college and military recruiters. Teachers are also working on increasing student engagement to make learning more relevant to their daily and future lives.

Results.



Conclusion.

Graduation rates are one year behind. The most recent graduation data is from the 2020-2021 school year. All students and the American Indian student group have increased graduation rates from 2018 to 2020 but decreased by 2020-2021.

Both graduation rates of All Students and Native American students have remained steady from 2018 to 2021, which is interesting during the COVID-19 pandemic.

Some of the reasons students did not graduate within four years are listed as follows:

- Approximately 5% (55 students) of students withdrew and their outcomes are unknown
- Approximately 95% are still enrolled, received a certificate of completion, were excused due to death, transferred out, migrated, or withdrew to enroll in a GED program.

Although GMCS sees a decrease in the 2021% graduation ratings, the district and high schools performed above the set district’s goal of 75%.

All high schools in the district have agreements with colleges in place for their dual credit programs. The colleges and universities include San Juan College, Navajo Technical University, New Mexico State University – Grants, and the University of New Mexico- Gallup. Through the dual credit program, high school students, in this program, may simultaneously earn college and high school credits. STEM Core’s partnership with Navajo Technical University is being offered to three high schools (Miyamura High School, Gallup High School, and Crownpoint High School). The partnership will continue to expand in the coming years. In addition, the McKinley Academy program, located on the University of New Mexico – Gallup

campus, allows high school students to earn college and high school credits simultaneously, more than half the students graduate with an Associate's Degree. New partnerships with local businesses and various GMCS departments increased the number of student interns from 25 to 80 interns in the last year.

Action Plan.

Gallup McKinley County high schools continue to build their 90-day action plans to address credit recovery, after-school tutoring, and design coursework and career pathways that impact student success. School Counselors and Student Success Advisors ensure that students have enough credits to graduate by implementing and updating students' Next Step Plans. All Gallup McKinley County high schools ensure 11th graders are on track to meet graduation requirements, Title 1 Federally Required Assessments (SAT and ASR) participation or alternative demonstration of competency.

ATTENDANCE

Objective.

Gallup McKinley County schools aim to improve student attendance and ensure all students attend school daily and on time. Gallup McKinley County schools will monitor their attendance report and assessment participation rates and build processes that proactively increase assessment participation rates across student groups.

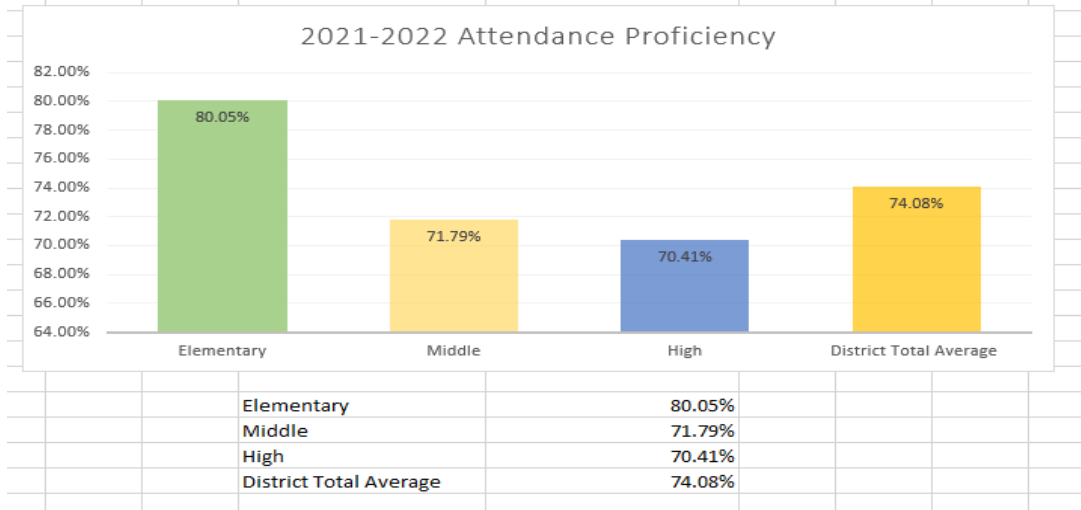
Background.

A school-age person subject to the provisions of the Compulsory School Attendance Law [22-12-1 NMSA 1978] shall attend school for at least the length of time of the school year that is established in the school district in which the person is a resident in which the person is enrolled. The school district shall not excuse a student from attending school except as provided in that law or for parent-authorized medical reasons.

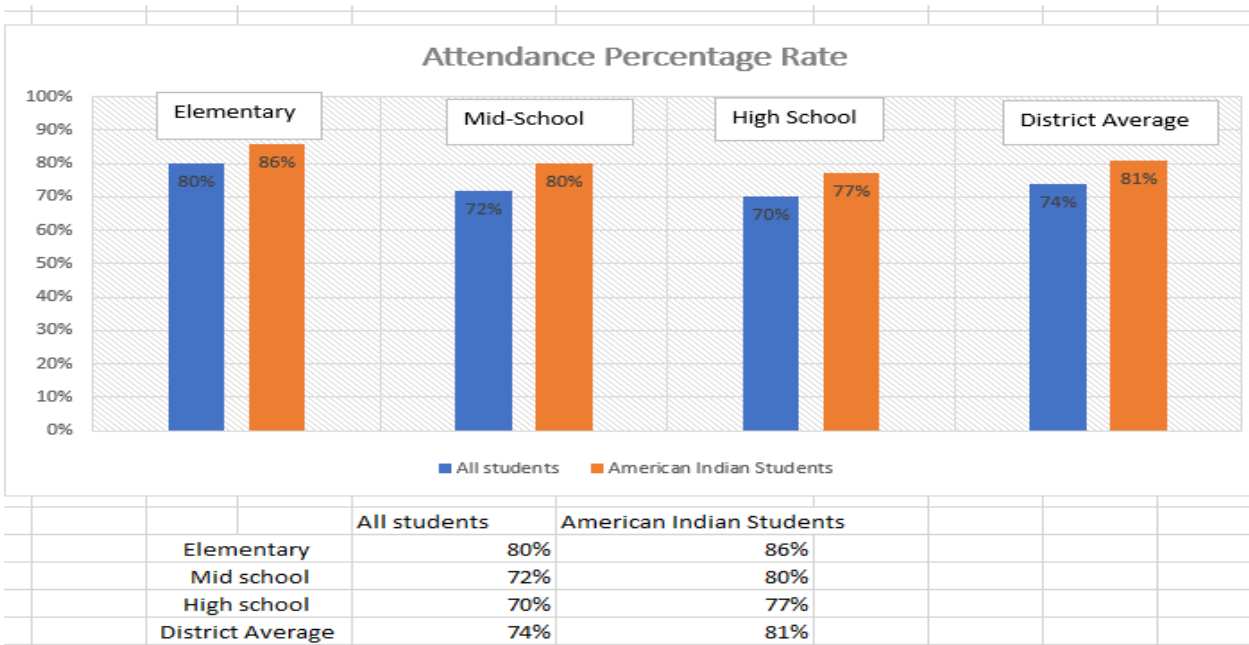
Methods.

Analyzing the data received from the Student Teacher Accountability Reporting System (STARS) consistently at intervals on the 40th-, 80th-, 120th-day, and end-of-year in a manner as specified by the PED. These measurements, in conjunction with the school's attendance plans let the district know students' average daily attendance.

Results.



This table above shows the average attendance proficiency.



This table above shows the average attendance proficiency compared with American Indian attendance

MOBILITY RATES

The mobility rate of schools is the percentage of students who experience at least one transfer in or out of the school between the first day of school in August and the last school day of the year, not including graduates. It is the measure of how many students are transferring in and out of a particular school. The lower the number, the less number of student transfers. Higher mobility rates may be linked to lower student achievement.

	2019-2020	2020-2021	2021-2022
Elementary Schools	24.3%	22.2%	23%
Middle Schools	22.3%	17.3%	24%
High Schools	29.1%	20.9%	28%

The table above shows that the number of students who transfer in and out of GMCS schools, as a total of the population. GMCS rates have remained around the quarter of the population is fluidly moving from school to school within the last three school years. In 2021-2022, there were more student movement in high schools of students transferred in and out of schools when compared to the elementary and mid school students.

Conclusion.

Based on Gallup McKinley County’s data from the 40D, 80D, and 120D we see that the attendance rate was at 74% for the district. The Elementary school’s average attendance percentage was 80%, the Mid school’s average attendance percentage rate was 71% and the high school’s average percentage rate was 70% and our goal of 95% district average rate was not met. Background.

GMCS has implemented several initiatives to combat dropout rates, chronic absences, and truancy. Integrating positive behavior supports in all schools has helped increase attendance rates and promote positive behaviors by emphasizing the good happening in the schools. The Covid-19 pandemic has definitely impacted a parent’s willingness to send students to school with a cold.

Action Plan.

GMCS is collaborating with parents and students regarding attendance. School sites used various techniques to increase attendance, such as providing incentives and school parties. Field trips were also used to incentivize students to attend school regularly; schools used the Student Assistance Teams (SAT) process for students who had excessive absences. The SAT process involves the student, their parents, teachers, counselors, and an administrator developing a plan to find a root cause and decrease absences. The home school liaisons make home visits for students with excessive absences who are referred to the Student Assistance Team, counselor, and school administrator. They work together to create a plan for students to attend school more frequently.

PARENT AND COMMUNITY INVOLVEMENT

Objective.

Under this component, the objective is to ensure that parents; the tribal department of education; community-based organizations; urban American Indian community members; the Department of Education; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public schools. GMCS encourages all parents and community members to become involved in the education of our youth.

Background.

In all GMCS schools, there are various methods when communicating with parents. Schools primarily use websites and phone or text messages for communication. In addition to electronic forms, some school liaisons help distribute information and lessons to parents and their students.

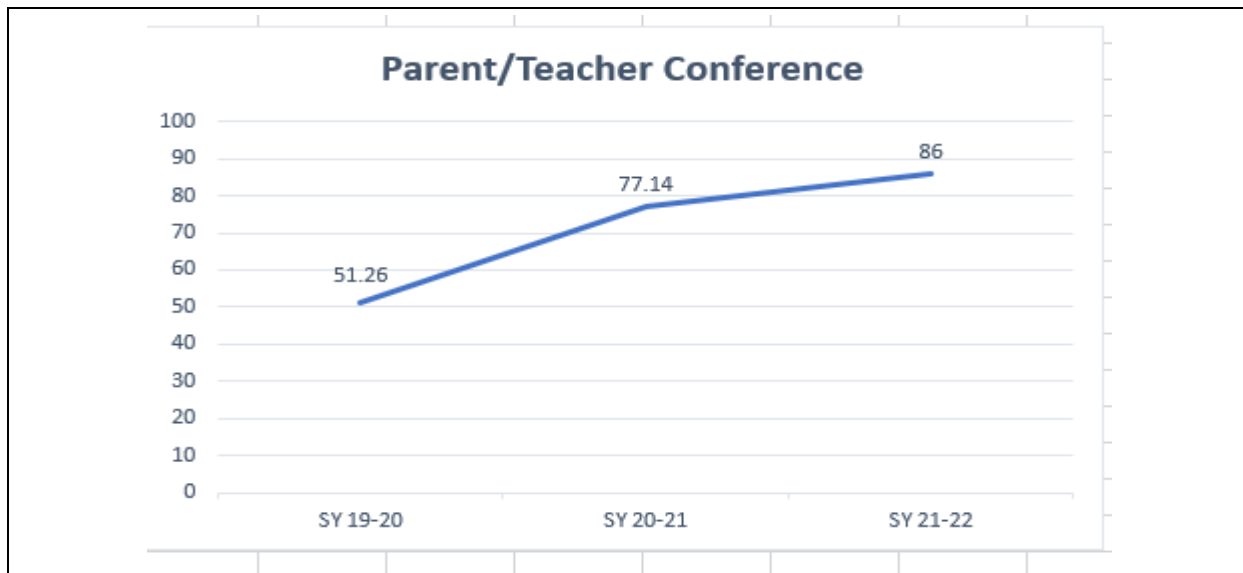
There have been stronger partnerships due to the district’s college and career pathway program. The goals of the college and career pathway program provided through GMCSs’ College, Career, & Civic Readiness (CCCR) department to connect student learning to their career goals and to develop the necessary foundation to pursue their strengthened work-based learning continuum. Students now have the opportunity to build awareness and explore a variety of careers, hone workplace skills through internships, pursue a career pathway before graduation, and earn post-secondary dual credits. As a result of creating career pathways, multiple partnerships have been established with local businesses, entities, GMCS departments, and institutes.

Methods.

Extensive information was disseminated through media – newspapers, radio stations, district website, Instagram, Facebook, and the district’s own YouTube channel sharing community and school opportunities. The following newspapers had various articles, and information posted regularly: Gallup Journey, Trade N Post News, Navajo Times, and Gallup Sun. The KGAK radio station, I Heart Media, and Millennium Media has also disseminated information through radio broadcasting. Publications and events were distributed to all Navajo Nation chapters within the school district and to local city governments.

All high schools have agreements in place for their dual credit programs. Partner colleges and universities include San Juan College, Navajo Technical University, New Mexico State University – Grants, and the University of New Mexico- Gallup. High school students in these programs may simultaneously earn college and high school credits. In addition, the McKinley Academy, located on the University of New Mexico – Gallup campus, allows high school students to earn college and high school credits and potentially earn an Associate’s degree.

Results.



The above graph shows that despite the challenges of parental contact, more parents participated in the Parent/Teacher Conferences held on September 2021 and February 2022. The chart above documents the increase of total parent participation in parent/teacher conferences from school year 2020-2021 to the school year 2021-2022, with an increase of parent attendance of 8.86% district wide.

Conclusion.

To increase parent involvement, the district implemented two initiatives. For all elementary schools, the Academic Parent Teacher Teams (APTT) were designed to teach parents skills that their students are learning and which they (as parents) can reinforce at home. For the secondary schools, students led the conferences, have students present their classwork to their parents. Students informed their parents of their grades, progress, attendance, and plans for increasing academic achievement. The two initiatives led to greater involvement of parents in their student’s academic progress.

Action Plan.

In working with families, the district has implemented two new structures for parent-school collaboration. APTT (Academic Parent-Teacher Teams) have been implemented at every elementary school (PreK-5) and Student-Led Conferences (6-12) at the secondary school level. APTT focuses on having parents come to the classroom four times a year for 90-minute sessions to learn strategies to work with their child at home based on current data in core reading and mathematics. Instructional materials are purchased by the district to support these activities in the home environment. Student-led conferences have the students share their progress and next steps with parents in one classroom setting (Home room) for all their classes. The parents and student develop a goal with action steps to help close the achievement gap in relation to their peers. GMCS offers supports for teachers to lead these parent conferencing models for both APTT and Student-Led conferences by contracting with an outside organization that has data that supports that these two models help parents get involved with

their child’s day-to-day learning.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective.

“The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian and Native Alaskan students through the efforts of LEAs, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as all other students are expected to meet. Integrated educational services, in combination with other programs, are offered to best ensure that American Indian students and their families can meet and take advantage of those academic opportunities.”

The objective of tribal students’ educational programs is to recognize and support the unique cultural and educational needs of American Indian students enrolled in public schools. With the majority of students enrolled in GMCS identified as American Indian, all academic programs in GMCS are for all students without any focus on ethnicity. All American Indian students participate in programs targeting reading skills, tutoring, college and career readiness, and STEM. No student is excluded from participating in any program.

Background.

With 75.5% of student in GMCS identifying as American Indian, students are within every program in our district. Teachers are being taught sheltered instructional strategies to connect content with students’ world. Exemplary lesson plans have been designed with cultural reverence in reading and math. Every teacher in the district has been exposed to engagement strategies to develop cooperative learning in their classrooms. Heritage Language and Cultural programs are offered in all 32 schools to try to revitalize home languages. Due to approximately 25% of the students being mobile, from school to school, a common Year At a Glance and curriculum have been developed that ensures the same content no matter which school the student is attending.

Methods.

Gallup McKinley County Schools is committed to providing education and equity to meet the needs of our American Indian students through instruction, equal participation, intervention programs, Heritage Language courses, Dual credit, College, Career and Civic readiness, structured literacy, and after school tutoring.

In GMCS, 2,676 students are identified as English Language Learners (ELLs). As a district, GMCS provides professional development consisting of Sheltered Instructional and Kagan engagement and communication strategies which increases a student’s learning ability in listening, reading, writing, and speaking. At each school site, teachers are trained in Structured Literacy and LETRS (Language Essentials for Teachers of Reading and Spelling) to support differentiated instruction and to build upon language acquisition and reading skills.

Results.

In reviewing the Diné Language Proficiency Assessment (DLPA), given in December 2021, less than 1% of American Indian students in GMCS can fluently speak their home language. Academically, American Indian students perform 7% lower in reading and 2% lower in math than peers. American Indian attendance also is a vital factor with an average of 80% so that students continue to be provided educational support to be successful.

Conclusion. Core instruction is intended to improve once the pandemic allows students to attend school on a more consistent basis. Sheltered instruction and engagement strategies were showing promise before the pandemic. The Cultural Education Department is working on transformational strategies that impacted core programs to be implemented in the Heritage Language Program in the near future.

Action Plan.

Gallup McKinley County schools will continue to provide instructional support with professional development, engagement strategies, offering a Heritage Language program, and college, career, civic readiness at each school to support American Indian student success. The district continues to research and review other programs and learning opportunities to support American Indian students’ educational goals.

FINANCIAL REPORTS

Objective.

Through public-school funds, the financial objective is to ensure that GMCS schools provide adequate operational resources to support and improve services to American Indian students. These services will meet the educational needs and provide opportunities to American Indian students attending GMCS to learn the requisite skills to be a successful adult.

Background. The New Mexico public school funding is based on the 1974 Public School Finance Act, which identifies a formula that distributes operational funds to school districts objectively and in a non-categorical manner which provides for local school district autonomy.

Methods.

DISTRICT OPERATING BUDGET REVENUE

FUNDING SOURCE	AMOUNT
11000 - Operational	\$ 184,766,166.00
12000- Teacherage	\$ 218,719.00
13000 - Transportation	\$ 6,134,863.00
14000 - Instructional Materials	\$ 916.00
21000 - Food Service	\$ 12,677,840.00

22000 - Athletics	\$	417,717.00
23000 - Non-Budgeted Activity	\$	1,792,436.00
24000	\$	114,956,675.00
25000	\$	19,753,242.00
27000	\$	2,901,584.00
28000	\$	446,767.00
31100 - Bond Building	\$	16,738,479.00
31500 - Special Capital Outlay Federal	\$	2,164,331.00
31700 - Capital Improvements SB-9	\$	1,890,868.00
41000 - Debt Services	\$	19,457,578.00

The table above depicts the revenue sources for the school district in the school year 2021-2022.

DISTRICT FUNDS GENERATED by AMERICAN INDIAN STUDENTS

The chart below shows the funds generated by American Indian students to the district. The enrollment figures are from the end of the reported school year.

Total Enrollment	American Indian Students	Total District Budget	Indian Education Formula Grant Title VI	Impact Aid - Indian Education Title VII	Johnson O'Malley	New Mexico Indian Education
12,895	9,731	\$ 405,056,885	\$1,861,912	\$ 13,890,440	\$0	\$90,000

DISTRICT BUDGETED EXPENDITURES

EXPENDITURES	AMOUNT
1000 - Instruction	\$ 96,457,817.00
2100 - Student Support Services	\$ 9,492,292.00
2200 - Instructional Support Services	\$ 3,265,991.00
2300 - General Administration	\$ 1,470,417.00
2400 - School Administration	\$ 9,816,920.00
2500 - Central Services	\$ 6,263,095.00
2600 - Operations and Maintenance	\$ 22,946,760.00
2700 - Student Transportation	\$ 27,433.00
2900 - Other Support Services	\$ 5,300,002.00
3100 - Food Services	\$ 10,985.00
3300 - Community Services	\$ 1,200,000.00
4000 - Capital Outlay	\$ 23,123,982.00
5000 - Debt Services	\$

The table above documents the amount of funds expended for school year 2021-2022.

Conclusion.

Three funding sources specifically support the revitalization of American Indian languages with American Indian students. The funds are Title VI, the New Mexico Bilingual-Multicultural Education Grant, and the Indian Education Grant.

Most of the funds, from all sources, are utilized to pay for personnel: resource teachers, Native language teachers, and support staff (e.g., a counselor). Other funding provides instructional support with communication/language acquisition materials and classroom supplies. Title VI also funds culturally relevant staff training, provides funds for culturally relevant teaching supplies and materials, and supports the work on integrating American Indian-specific content into the general curriculum. Counselors also received culturally relevant counseling training to support our total student population.

Action Plan.

In addition to Title VI, the district has funding from the New Mexico Public Education Department's Bilingual Multicultural Education program to fund the heritage language model for revitalizing the Navajo and Zuni languages. This program aims to support and restore the students' native language and culture through oral language instruction.

Currently, 92.1% (\$1,714,880) of the Title VI budget goes to the salaries of 31 Heritage Language and Culture (HLC) teachers with proficiency in orally using the Navajo and Zuni languages. The remaining amount of \$147,032 was used to fund travel for professional development and used for supplies to support language development within the programs.

The district is also using Indian Education grant funds to host a Social Studies/History and Economics Cultural Fair in the student's home language which promotes the integration of the home language development with content from the social studies content area. Professional development was also offered to assist HLC and core teachers in the collaboration process, developing the language to present the social studies content to native speakers, and to promote using home language in oral presentations.

*CURRENT STATUS OF FEDERAL INDIAN EDUCATION
POLICIES AND PROCEDURES*

Objective.

The Indian Policies and Procedures (IPP) section aims to ensure that New Mexico schools provide adequate tribal consultations regarding the recommendations under the federal Impact Aid regulations. Gallup McKinley County Schools has developed and implemented policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures under federal Aid funding requirements.

(See Appendix A)

Background. The Indian Policies and Procedures (IPP) agreement is between GMCS and the Pueblo of Zuni and Navajo Nation. The approval of the IPP is part of an annual process of the school district's Impact Aid application that includes public hearings and tribal consultation meetings. The IPP guarantees maximum participation of American Indian parent of students in developing, approving, and implementing all educational programs that impact this population. In addition, the IPP ensures provides American Indian students have an equal opportunity to participate in all educational programs and services.

Methods. There has been formal consultation with tribal leaders and feedback from parent committees. GMCS met with leaders from Navajo Nation on September 20, 2021, and on March 10, 2022, and with the Pueblo of Zuni on September 22, 2021, and March 22, 2022, regarding title programs, use of funding, and the Indian Policies and Procedures. There were meetings with the District Parent Advisory Committee and the Indian Parent Committee on September 29, 2021, October 12, 2021, November 09, 2021, and March 08, 2022.

Results. The Indian Policies and Procedures documents are part of the district's Impact Aid application, with public hearings held either at chapter meetings or evening school sessions. The feedback from the public hearings is used to provide input about grants within the district. The Zuni and Navajo tribes are also consulted when renewing this document. As part of the public hearing process, parents, community members, and tribal officials are notified of the district's various federal and state grants. The public is informed on how funds are allocated toward improving student achievement. From the U.S. Department of Education, Office of Indian Education, the school district receives funding from the Indian Education Formula Grant Program. The grant funds the salaries and benefits for the Navajo language/culture instructional coaches and most of the HLC teachers and supports professional development for these teachers.

Conclusion. The Indian Policies and Procedures are part of the renewal process for Impact Aid and guides American Indian district programs, including public hearings and tribal consultation meetings. The attached Indian Policies and Procedures agreement is the culminating document demonstrating the school district's commitment to Native American students and their families and their partnership with Navajo and Zuni tribes.

Action Plan. The completed applications, evaluations, and programmatic planning will be made available to parents of Indian students, tribal officials, Advisory School Councils, and District Parent Advisory Committee members 5 working days prior to set meeting dates, in person or email. A summary of the evaluations and programs will be prepared and disseminated one week in advance of all meetings. Annual public hearings are held in person and/or virtually in six GMCS regions (Crownpoint, Thoreau, Ramah, Navajo, Tohatchi and Gallup) to afford all parents and interested parties the opportunity to review the documents with sufficient time to provide thoughtful input at the public meetings. The public hearings will be publicly advertised by radio announcements using the Navajo and English languages, postings at all Navajo chapter houses, notices on the GMCS homepage, and local newspapers to allow all interested parties to attend. The summary of all the documents will be posted on the district's website with contact information for the program managers to allow for ongoing feedback. The applications, Equal

Participation Analysis, program planning, and Indian Policies and Procedures will be mailed to all presidents of the Navajo Nation chapters that GMCS students reside in. In addition, representatives from the district will schedule semi-annual fall and spring meetings with the District Parent Advisory Committee (DPAC) to seek input. Finally, input from Navajo Nation and Zuni Pueblo leaders will be sought during formal tribal consultations.

SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE

Objective.

This initiative aims to ensure that New Mexico schools provide their district office with the industries they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students.

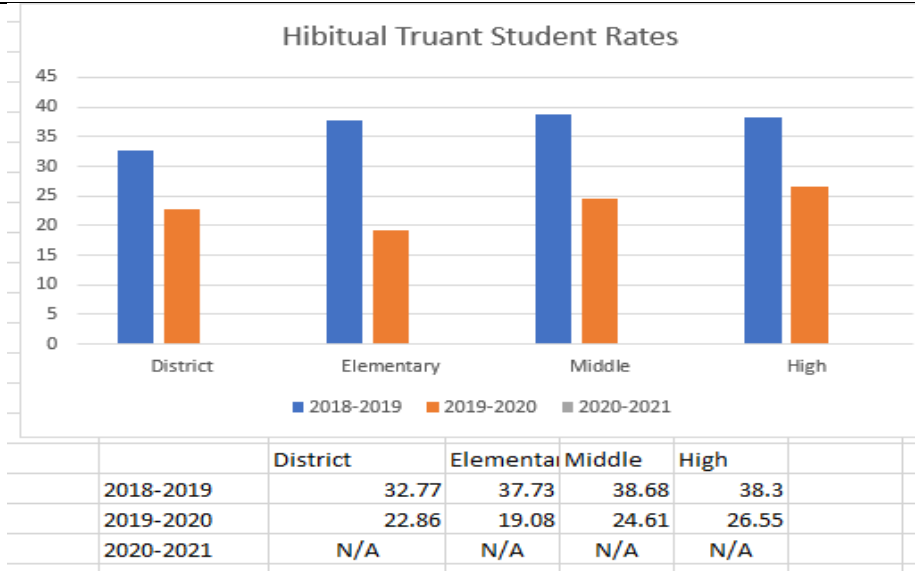
Background.

GMCS has implemented several initiatives to combat dropout rates, chronic absences, and truancy. Integrating positive behavior supports in all schools has helped increase attendance rates and promote positive behaviors by emphasizing the good happening in the schools. The Covid-19 pandemic has definitely impacted a parent’s willingness to send students to school with a cold.

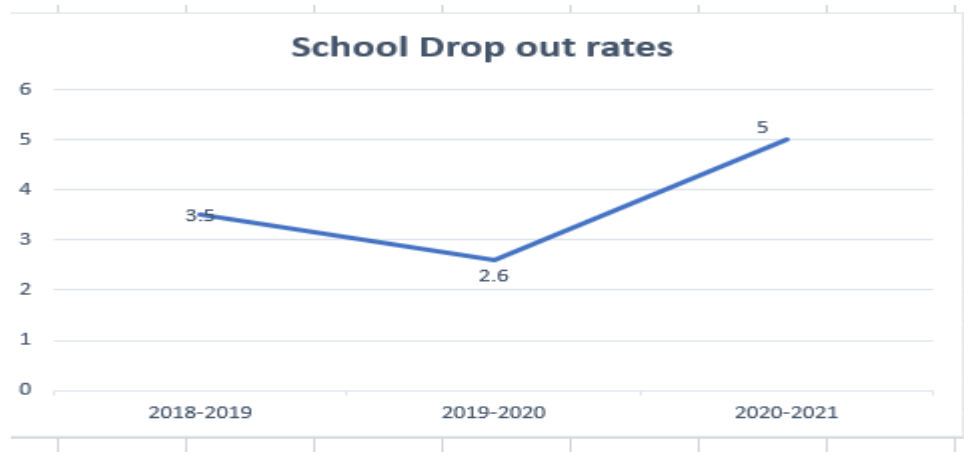
Methods.

The district has a Career Pathways Program implemented in middle and high schools. The Pathways focus on connecting learning to student career goals. Beginning in middle school and in high school, classes are sequenced so that students have the necessary knowledge to pursue their career goals and build relevance to school learning. In addition, students demonstrate their understanding of skills, aptitude, and educational requirements for their particular career field by integrating the learning with careers.

Results.



N/A: The Habitual Truant Student data has not been released from the NMPED to date.



Three-year trend of Proficiency rate of school drop out

Student Dropout rate 2020-2021 (one year lagged)

District Name	Ethnicity	2020-2021 Membership (Unduplicated) Gr. 7-12	2020-2021 Drop Gr. 7-12	2020-2021 Overall % Rate
GALLUP-MCKINLEY CTY SCHOOLS	American Indian/Alaskan Native	4,426	220	5.00%
GALLUP-MCKINLEY CTY SCHOOLS	Asian	67	*	*
GALLUP-MCKINLEY CTY SCHOOLS	Black or African American	31	*	*
GALLUP-MCKINLEY CTY SCHOOLS	Caucasian	366	27	7.40%
GALLUP-MCKINLEY CTY SCHOOLS	Hispanic	1,017	41	4.00%
GALLUP-MCKINLEY CTY SCHOOLS	Multiracial	103	*	*
GALLUP-MCKINLEY CTY SCHOOLS	Native Hawaiian or Other Pacific Islander	*	*	*

Source: [STARS Home](#) > [STARS Staging Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [Drop-out Reports](#)>PRELIMINARY Dropout Rates by Ethnicity

*Indicates less than 10 students so results are masked

Conclusion.

Gallup McKinley County Schools has made decreasing the dropout rate a focus for all high schools, which requires them to monitor absences, increase communication with parents, and create a welcome and safe environment that engages students daily. Also, to combat dropping out of school, the schools have used support from the SAT process and the services of the school site counselors.

PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

Objective.

Gallup McKinley County Schools finds that providing a clear schedule about the school day and planned supports for student learning, school access, timelines of grade reporting, and the yearly assessment window, helps families plan for attendance.

Background.

Gallup McKinley county schools establishes a school calendar consistent with the requirements of negotiating with the collective bargaining unit and parents of students. The calendar is posted to the GMCS website at the beginning of each new school year. Options are agreed between the Union and district and shared with the community for feedback.

Methods.

Gallup McKinley County Schools has a district committee involving school site principals, district personnel, and representatives from the McKinley County Federation of United School Employees to develop each school calendar. The calendar honors federal holidays and celebrations of Nation Sovereignty Day by giving employees and students a day off.

Results.

The Gallup McKinley County annual calendar is conducive to our community needs. The GMCS district and union work hand in hand to acknowledge and plan for all instructional days. Parents, students, and the surrounding community members are surveyed to note all school days, potential holidays, and recognition of the Navajo Sovereignty Day. In providing GMCSs' annual calendar, it gives GMCS families the opportunity to plan personal, ceremonial or culturally related activities around the school calendar.

GMCS 2022 - 2023 SCHOOL CALENDAR

<p>Independence Day 07/4/2022</p> <table border="1" style="width: 100%; text-align: center; font-size: 8px;"> <thead> <tr><th colspan="7">JULY '22</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	JULY '22							S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<table border="1" style="width: 100%; text-align: center; font-size: 8px;"> <thead> <tr><th colspan="7">JANUARY '23</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Students Return 01/2/2023 Report Cards 01/06/2023 Martin Luther King Jr. Day 01/16/2023</p>	JANUARY '23							S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31											
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Conclusion.

Gallup McKinley County schools works diligently with parents and students to support in person learning. Early warning systems are in place, such as home visits. The district is always revamping and monitoring systems to ensure students are in school. Covid – 19 had a definite impact on students attending regularly.

Action Plan. Gallup McKinley county schools will continue to design, communicate a deliver an annual calendar for students, families and the GMCS community. Due to collective bargaining, we can only design a calendar year to year. Every effort is made to ensure that aligns with local needs through surveys and in person meetings.

SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY COUNCILS, AND TRIBAL, MUNICIPAL, AND INDIAN ORGANIZATIONS

Objective.

Gallup-McKinley County Schools has provided information to parents, tribes, and stakeholders through media postings and tribal consultation processes throughout the school year about parent opportunities to participate in school decision making.

Background.

Two parent organizations have membership elected by parental peers at each school site: the Advisory School Councils (ASC) and the District Parent Advisory Council (DPAC). The ASC has elected parents and community members serving in an advisory capacity to help schools with local needs and decisions. The ASC members have the opportunity to have a voice in site-based decisions and events.

From each ASC, one parent member is designated to represent the school at the District Parent Advisory Council (DPAC). The DPAC advises the district on federal programs, the Indian Policies and Procedures document, and grant applications. This committee provides feedback and guidance specifically on the Title VI application and processes used to support American Indian students. These committees are a critical part of the entire feedback process for programs focusing on American Indian students.

Methods.

Within GMCS, the district works closely with the Pueblo of Zuni and the Navajo Nation. Formal tribal consultation meetings were held with the Zuni Pueblo on September 22, 2021, and on March 22, 2022. The formal consultation meetings with the Navajo Nation were held on September 20, 2021, and March 10, 2022. During the fall consultation, the tribal leaders were informed of the Tribal Education Status Report, the Federal Indian Policies and Procedures document, and information on federal grants. For the spring consultation, tribal leaders had the chance to provide feedback for federal programs. In addition, they were given information on social/emotional learning, college learning models, McKinney Vento homeless program

opportunities, and career readiness programs within GMCS.

Results.

Each school in GMCS has a school site parent advisory council as mandated by NMPED. The advisory school council members are elected annually. This council provides feedback to the principal and school site staff on Title I and other programs to meet student needs. The advisory school councils meet at least once per quarter or more often, if necessary. The school district also involves the community and tribes during public hearings scheduled throughout the school year. The Navajo Nation and Zuni Pueblo are involved when making decisions that affect the members of their tribes. These formal tribal consultation meetings are held to gain feedback regarding federal programs. In addition, the Navajo Nation meets quarterly with the district leaders regarding the Navajo language and culture program.

Conclusion.

Through the district DPAC and each school’s ASC, all feedback and recommendations are welcomed and discussed. GMCS continues to work with parents and the community to acknowledge and provide information on funding and the district’s program goals and expectations to better serve our American Indian students.

Action Plan.

Gallup McKinley County Schools will continue to provide information and opportunities for feedback to all GMCS families and community members and not only to the DPAC parent members and the various ASCs. As we continue to have DPAC meetings and public hearing to support the efforts to improve district/school to home communication (and vice versa), acknowledging the roles our parents provide in supporting students in and increasing their knowledge of services currently being provided for Native American students in GMCS, helps ensure systemic participation.

*INDIGENOUS RESEARCH AND EVALUATION MEASURES AND
RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS*

Objective.

This component aims to plan, develop, implement, and evaluate curricula in native languages, culture, and history designed for tribal and non-tribal students as approved by the New Mexico tribes. In GMCS, the Diné Content Standards are used by the heritage language and culture program through a Memorandum of Understanding with the Navajo Nation. There is also a Memorandum of Understanding with the Pueblo of Zuni to teach the Zuni language.

Background.

Periodic tribal consultation meetings occur with the Navajo Nation Division of Diné Education throughout the school year. The district and the Division of Diné Education (DoDE) have used a 520-evaluation instrument for the Navajo language/culture teacher with a Navajo Nation home language certificate. GMCS and DoDE have met to discuss curricula changes, the Dine Proficiency Language Assessment (DPLA) results, and the district program.

Methods.

In Gallup McKinley County Schools, all schools have a Navajo language/culture teacher who provides instruction to attain Navajo oral language proficiency. Under the NMPED Bilingual Multicultural Education program, GMCS has incorporated the Heritage Language model. This program is to revitalize the students’ native language use through oral language instruction. The district has worked closely with the Department of the Dine Education from Navajo Nation on the curriculum and has provided professional development for Heritage Language teachers.

Results.

Gallup McKinley County Schools uses the Diné Content Standards to support and drive instruction for our Heritage Language and Culture Program. These standards are placed in a specific sequence called the GMCS Year at A Glance (YAG). Curriculum documents were also added to give an example of what the standards looks like in a teaching situation. These documents are updated annually as processes are improved.

Conclusion.

A strong structure exists for the Diné language and is continuously being developed and refined. The Zuni tribe does not provide standards for their language program. GMCS relies on the individual teacher’s knowledge.

Action Plan.

The district’s heritage language and culture program aim to develop expressive oral skills so students can converse using the heritage language in all schools. Using Diné Content Standards from Navajo Nation, pacing guides and curriculum are developed for teachers and are being continuously refined to connect with students.

Access to Native Language Programs

Objective.

According to the Indian Education Act, “it is imperative that native language and bilingual programs are part of a school’s development plan.” Spanish, Navajo, and Zuni language programs are offered in Gallup-McKinley County Schools. According to the parent’s request, there is a Spanish language program at Del Norte and Lincoln Elementary. In addition, there is a Zuni language program at Ramah Elementary and Ramah Middle/High

Schools. In GMCS, all kindergarten through high school students has the option of taking a Navajo language class.

Background.

In GMCS, there is a heritage language program with both licensed and certified language teachers at every school. There were 11 NMPED licensed language teachers and 27 teachers certified from their tribes to teach their home language. The Navajo HLC program uses the Diné Content Standards from the Navajo Nation Department of Diné Education. Currently we use the teacher’s experience with language in the Zuni program. Three funding sources specifically support the revitalization of the American Indian languages with American Indian students; 1. Title VI, 2. the New Mexico Bilingual-Multicultural Education Grant, and 3. the Indian Education Grant.

Methods.

This component aims to plan, develop, implement, and evaluate curricula in native languages, culture, and history designed for tribal and non-tribal students as approved by New Mexico tribes. In GMCS, the Navajo Nation has identified the Diné Content Standards as the curricula to be used by the Navajo language and culture program. The Diné Content Standards were used to develop pacing guides. The Zuni and Spanish language teachers use personal resources to support their students in learning their home language.

Results.

In reviewing the Diné Language Proficiency Assessment (DLPA) given in December 2021, less than 1% of students in GMCS can fluently speak their home language. In looking at District processes in other content areas, leadership realizes that students cannot grow when giving one test per year to measure success. GMCS is currently revising the curriculum to build urgency around language learning in acquisition.

Conclusion.

The district needs more consistent data to make instructional decisions. In conversations within the department, Title VI and Indian Education funds need to promote a student’s mastering the oral speaking of their home language. A Request for Proposal (RFP) is being developed by the Cultural Education department to assist in finding a partner university or organization to help develop assessments for each Diné oral language standard with an emphasis on the assessment showing the different level of rigor required from a student for each of the different grade band standards. In essence, teachers need an understanding of how the same standard is differentiated between a kindergarten student and a 3rd grade student. Currently that is not defined, and students are repeating the same instruction year-after-year. Without a tool to measure daily instruction, activities that support the restoration of the Navajo and Zuni languages will have little impact as seen in the DLPA results.

Action Plan.

Teachers will focus on using functional oral language and have received differentiated training on the curriculum. The elementary teachers concentrate on teaching conversational words with specific topics using their native language. At the high schools, students focus on passing the Bilingual Seal Assessment showing fluency in their home language. In addition, high school students who took the Navajo II course received dual credit under an agreement with Navajo Technical University.

All Heritage Language & Culture (HLC) curriculum documents have been revised and aligns to the Navajo Nation's content standards and performance objectives. The next step is to work with the HLC department to build assessments in Mastery Connect, a testing platform, to improve the monitoring of HLC instruction. In addition to the HLC department developing systems and processes to ensure language supports and accommodations are provided to ELs across the district, software has been purchased to directly support language acquisition of the English language.

CONCLUSION

The Gallup McKinley County district is always transforming and evolving its processes to support student engagement and learning. With more 75% of the student population identifying as American Indian, is imperative that supports, and funding are used to guarantee the success growth and graduation of every student. This TESR documents the previous year's initiatives and results.

Appendix A

Gallup-McKinley County Schools Indian Policies and Procedures 2021-2022 School Year

It is the intent of the Gallup-McKinley County Schools (GMCS) that all Indian children of school age have equal access to all programs, services and activities offered within the school district. To this end, the Gallup-McKinley County Schools will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually, and revisions will be made within 90 days of the determination that requirements are not being adequately met.

ATTESTATIONS

The Gallup-McKinley County Schools attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY 2022 Impact Aid application. The Gallup-McKinley County Schools attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY 2022 Impact Aid application.

INDIAN POLICIES AND PROCEDURES

Preferred Method of Communication:

Navajo Nation: Use of English and Navajo languages during meetings and written copies for meetings
Zuni Pueblo: Use of English language during meetings and written copies for meetings
Parents: Use of English and Navajo languages during public hearings, meetings and written summaries

POLICY 1:

The LEA will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations [34CFR222.94(a)(1)]

Procedure 1.1: Gallup-McKinley County Schools will disseminate information and seek input regarding the following programs on its educational program (including, but no limited to): Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title VI, Part A; Title VII- Impact Aid Programs and Johnson O'Malley programs through public hearings, meetings, and tribal consultations.

Procedure 1.2: The completed applications, evaluations and programs planning will be made available to parents of Indian students, tribal officials, Advisory School Councils, and District Parent Advisory Committee. A summary of the evaluations and programs will be prepared and disseminated one week in advance of all meetings. The summary of all the documents will be posted on the district's website with contact information of the program managers to allow for ongoing feedback. The applications, evaluations, program planning, and Indian Policies and Procedures will be mailed to all presidents of the Navajo Nation chapters that GMCS students reside in. In addition, representatives from the district will schedule semi-annual meetings with the District Parent Advisory Committee to seek input. Finally, input from Navajo Nation and Zuni Pueblo leaders will be sought during formal tribal consultations.

Procedure 1.3: Parents of Indian children and tribal officials and any other interested persons can review

assessment data to help develop or modify educational programs and services allowing for participation of Indian students on an equal basis in GMCS.

Procedure 1.4: The summary of public hearings and from meetings with recommendations and input will be posted on the District's website for all patrons and tribal officials for review. This will allow for ongoing dissemination of information and ongoing feedback to program managers.

POLICY 2

The Gallup-McKinley County Schools will provide an opportunity for the Navajo and Zuni Tribes and parents of Indian students to provide their views on educational programs and activities, including recommendations on the needs of their children and how GMCS may help those children realize the benefits of the educational programs and activities [34CFR222.94(a)(2)].

Procedure 2.1: At regular school board meetings, a section of the time is set for comments from the public. This is a time for parents and community to offer comments and suggestions regarding programming for Indian students. Based on preferred methods of communication, ideal date, and items for meetings, as well as ways to maximize participation from parents of Indian children, the district will make modifications for communication with parents and community.

Procedure 2.2: GMCS will schedule tribal consultation meetings with Navajo Nation and Zuni Pueblo to discuss ongoing programming goals, preferred methods of communication and ways to maximize participation. Based on preferred methods of communication, ideal date and items for meetings, the district will make modifications for communication with the tribes.

Procedure 2.3: GMCS will post all applications, evaluations, program planning, and Indian Policies and Procedures on the district's website as soon as reasonably possible after such information becomes available. Contact information for program managers will be provided to allow for comments and recommendations from parents and community. Based on preferred methods of communication, ideal date and items for meetings, the district will make modifications for communication with parents to ensure maximum participation.

Procedure 2.4: GMCS will provide all applications, evaluations, program planning and Indian Policies and Procedures to each school through the sites' Advisory School Councils by the end of first semester. The site councils will share that information with their parents and community.

POLICY 3

Gallup-McKinley County Schools will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities [34CFR222.94(a)(3)].

- (i) Share relevant information related to Indian children's participation in the school district's education program and activities with tribes and parents of Indian children; and
- (ii) Allow tribes and parents of Indian children the opportunity to review and comment on whether Indian children participate on an equal basis with non-Indian children.

Procedure 3.1: Gallup-McKinley County Schools will take the following measures to annually assess to extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

- A. GMCS will assess the extent of Indian student participation in all academic and co-curricular activities on an annual basis.
- B. GMCS district officials will review school data to assess the extent of Indian children's participation in the district's educational programs on an equal basis.
- C. GMCS will share its assessment of district funding, Indian student participation, related academic achievements, and other related data with the parents of Indian children and tribal officials by posting at local Navajo chapter houses and district website, mailing of documents to tribal officials,

distribution to all Advisory School Councils and distribution during all public hearings, meetings and at tribal consultation meetings. The summaries will be distributed one week prior to the scheduled public hearings, meetings, and tribal consultation meetings.

- D. Parents of Indian children, tribal officials and other interested parties may express their views on participation through direct communication with the GMCS, at any school board meeting, at any public hearing, meetings, or tribal consultation meetings. Data will be utilized to develop appropriate supports for various programs.
- E. Copies of annual reports will be provided to tribal officials on an annual basis.

Procedure 3.2: If it is determined that there are gaps in Indian participation in the educational programs or activities, the GMCS superintendent, in consultation with tribal officials, will modify its education program in such a way as to improve Indian participation on an annual basis.

POLICY 4

Gallup- McKinley County Schools will modify the IPP's if necessary, based upon the results of any assessment or input described in this document [34CFR222.92(a)(4)].

Procedure 4.1: GMCS will establish a committee of one Indian parental representative from the District Parent Advisory Committee, two representatives from the Navajo Nation and two representatives from the Zuni Pueblo to meet annually. This committee will review the meaningfulness of input, review the extent of opportunity for Indian input and review the District's response to commentary on an annual basis. The committee will review the effectiveness of the District's methods of gathering input of Indian parents and tribal members, calculate the number of suggestions which are actually implemented, and permit Indian parents and tribal officials to suggest more effective ways of communication on an annual basis. If necessary, the committee shall make recommendations to the Board of Education to modify its Indian Policies and Procedures.

Procedure 4.2: GMCS Board of Education will hold a board meeting by December of each year to modify the IPP if the committee indicates such modifications are necessary. The changes will be implemented in January following the approval of the IPP.

Procedure 4.3: GMCS will notify all parents of Indian children, tribal officials, and the general public of any changes to the IPP through meetings, tribal consultations, and by posting on the district website, posting at local Navajo chapter houses, mailing to tribal officials, and disseminating to the District Parent Advisory Committee.

POLICY 5:

Gallup-McKinley County Schools will respond at least annually in writing to comments and recommendations by tribes and parents of Indian children and disseminate the responses to the tribes and parents of Indian children prior to the submission of the Indian Policies and Procedures. 34CFR222.94(a)(5)].

Procedure 5.1: GMCS will respond annually in writing to comments and recommendations gathered from the public hearings and tribal consultations to tribal officials and parents of Indian children by mailing to tribal officials, sharing during tribal consultations and all meetings posting to district website, posting at local Navajo chapter houses, and disseminating to the District Parent Advisory Committee prior to the submission of the IPP's by the District.

POLICY 6

Gallup-McKinley County Schools will provide a copy of the IPP's annually to the affected tribes [34CFR222(a)(6)].

Procedure 6.1: GMCS will annually provide a copy of the current Indian Policies and Procedures to the Navajo Nation and the Zuni Pueblo leaders at scheduled formal tribal consultation meetings. In addition, the tribal leaders will be mailed a copy of the Indian Policies and Procedures

GMCS Board of Education Approval Date: December 14, 2020

Val R
Panteah, Sr

Digitally signed by Val R Panteah, Sr
DN: cn=Val R Panteah, Sr, o=Pueblo
of Zuni, ou=Governor,
email=val.panteah@ashiwi.org,
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Date: 2021.01.04 18:56:05 -0700

Mr. Val R. Panteah, Sr., Governor
Pueblo of Zuni



Ms. Patricia Gonnie, Acting Superintendent
Division of Diné Education
Navajo Nation



Mr. Charles Long, President
GMCS Board of Education



Mr. Mike Hyatt, Superintendent
Gallup-McKinley County Schools