



GALLUP-McKINLEY
COUNTY SCHOOLS

2022-2023

TRIBAL
EDUCATION
STATUS REPORT

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EXECUTIVE SUMMARY

The Gallup-McKinley County School (GMCS) district is a public entity with approximately 12,241 (plus) students that attend school both in-person and virtually. About 79% 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 School (GMCS) District, there are 32 schools located on or near the Navajo and Zuni Indian Reservations: 16 elementary, 7 middle, and 9 high schools. 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 information about whether 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 2022. There were 8,512 American Indian/Alaskan Native students enrolled (parents have identified their child as American Indian but my not have a CIB), which is 75.5% of the total student population of 12,241 for school year 2022-2023.

DISTRICT ENROLLMENT

	Asian	Black	Caucasian	Hispanic	American Indian	Pacific Islander	Total
Elementary	70	59	361	1078	3759	*	5,335
Middle	34	32	229	528	1832	*	2,656
High	57	40	369	858	2921	*	4,250
Total	161	131	959	2464	8512	14	12,241

Less than 10 students are denoted with a *

ELEMENTARY SCHOOL ENROLLMENT

	Asian	Black	Caucasian	Hispanic	American Indian	Pacific Islander	Total
Catherine A. Miller	*	*	14	33	310	*	363
Chee Dodge			17	38	200	*	256
Crownpoint	*	11	17	35	264	*	334
David Skeet	*	*	18	38	205		265
Del Norte	*	*	18	137	294	*	455
Indian Hills	*	*	32	76	190		311
Jefferson	*	*	20	147	320		492
Lincoln	*	*	19	113	226	*	371
Navajo	*	*	13	37	269		329
Ramah	*	*	39	43	148		232
Red Rock	15	*	68	94	120		300
Stagecoach	*	*	13	93	237	*	351
Thoreau	*	*	20	58	319		408
Tohatchi	*	*	13	27	176		224
Turpen	*	*	29	70	285		389
Twin Lakes	*	*	11	39	196		255
Elementary Total	70	59	361	1078	3759	8	5335

Less than 10 students are denoted with a *

MIDDLE SCHOOL ENROLLMENT

	Asian	Black	Caucasian	Hispanic	American Indian	Pacific Islander	Total
Chief Manuelito	*	*	30	124	450		613
Crownpoint	*	*	21	39	155		223
Gallup	12	*	62	98	216		392
John F. Kennedy	*	*	34	134	448		630
Navajo	*	*	24	46	134	*	207
Tohatchi	*	*	25	38	210		283
Thoreau	*	*	33	49	219		308
Middle Total	34	32	229	528	1832	1	2656

Less than 10 students are denoted with a *

HIGH SCHOOL ENROLLMENT

	Asian	Black	Caucasian	Hispanic	American Indian	Pacific Islander	Grand Total
Crownpoint	*	*	20	42	293		364
Gallup	*	11	57	187	694		955
Gallup Central		*	24	51	55	*	132
Miyamura	27	*	113	338	866	*	1354
Navajo Pine	*	*	20	49	165	*	241
Ramah	*	*	53	54	185		300
Thoreau	*	*	39	51	372		473
Tohatchi	*	*	33	49	219		308
Tse 'Yi 'Gai	*	*	*	37	72	*	123
High Total	57	40	369	858	2921	5	4250

Less than 10 students are denoted with a *

AMERICAN INDIAN/ALASKAN NATIVE STUDENT ENROLLMENT

At the end of June 2022, there were 8,512 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	*	Isleta	*	Jemez	*
Jicarilla Apache	12	Laguna	*	Mescalero Apache	23
Navajo	9,784	Pojoaque	*	Sandia	*
Santa Ana	*	Santa Clara	*	Santo Domingo	*
San Felipe	*	Taos	*	Zuni	270

Less than 10 students are denoted with a *

STUDENT ACHIEVEMENT

Objective.

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 2024 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 2024 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 Scholastic Aptitude Test (SAT) during the school day in spring 2024 as part of our federally required state testing program, except for those students who take the alternate assessment based upon an Individual Education Plan (IEP). The SAT consists 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 2022-2023 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 the New Mexico Public Education Department (NMPED) in grades 3-8, Reading, Writing & Language Usage, and Math and grade 11 for the SAT.

Methods.

The following tables document the 2022-2023 assessments that GMCS students took. In that year, students took state assessments from third grade to eighth 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 the 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 area 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 teacher
- Use of culturally relevant curriculum resources.

Results.

**New Mexico Measures of Student Success and Achievement (NM-MSSA)- Reading/Math
New Mexico Assessment for Science Readiness (NM-ASR)**

	Reading		Math		Science	
	Total count	Proficient	Total count	Proficient	Total count	Proficient
All students	5651	27.82%	5647	17.96%	2476	24.27%
American Indian students	4346	23.29%	4346	15.37%	1923	21.27%

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

**New Mexico Measures of Student Success and Achievement (NM-MSSA)- Reading/Math
New Mexico Assessment for Science Readiness (NM-ASR)**

Subgroup	Reading		Math		Science	
	Total count	Proficient	Total count	Proficient	Total count	Proficient
All students	5651	27.82%	5647	17.96%	2476	24.27%
Female	2779	31.56%	2778	16.56%	1226	23.08%
Male	2872	24.20%	2869	19.31%	1250	25.44%
Caucasian	1033	42.40%	1029	25.27%	437	32.49%
African American	58	37.93%	58	6.90%	29	34.48%
Hispanic	936	37.07%	932	21.57%	394	26.14%
Asian	74	66.22%	74	59.46%	38	73.68%
American Indian	4346	23.29%	4346	15.37%	1923	21.27%
Free and reduce lunch	5651	27.82%	5647	17.96%	2476	24.27%
Student with Disabilities	783	10.86%	781	9.89%	334	8.38%
English Language Learner	2005	19.30%	2005	13.92%	997	18.05%
Economically Disadvantaged	5651	27.82%	5647	17.96%	2476	27.27%

New Mexico Scholastic Aptitude Test (SAT)

Proficiency Rates	ELA 11	MATH 11
GMCS district 11th grade	21%	8%
GMCS American Indian 11th grade	SAT does not report by demographic category	

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

Conclusion.

Achievement data for 2022-2023 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 4.5% less in reading, 2.5% less in math, and 3% 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 consultants 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. Representatives 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 provides 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. Gallup McKinley has also partnered with the “I Love You Guys” Foundation which incorporates and provides training on a Standard Response Protocol. The Standard Response Protocol (SRP) is based on the response to any given situation not on individual scenarios, which each school uses as a set protocol to follow in a given situation.

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 Prevention Intervention, 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 and manage suicide intervention in both mental health and cultural sensitivity, mental health, first aid, and culturally responsive counseling.

Results.

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 academic areas. Each morning, in all schools, the teachers begin instruction with social-emotional learning, using a program called the Seven Mindsets. Teachers and counselors also focus on teaching appropriate 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.

Conclusion.

Gallup McKinley County Schools district provides 12 social workers, 27 school counselors, and 20 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-seven 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 (20) 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 to provide both in- and out-of-school supports for students and families. GMCS has twelve (12) 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.

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, and recovery plans, which include fire drills, ALICE training, and assigned vector trainings in bloodborne pathogens, child abuse, and harassment.

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. Gaggle’s online therapy platform works directly to partner with schools for teletherapy support 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 culturally appropriate behavioral interventions. This tool provides quick, easy, and real-time behavioral assessments that monitor 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 School’s Elevate 2025 district goal is to increase the graduation rate to 83% and above for the district high schools and all-American Indian students. The district’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.

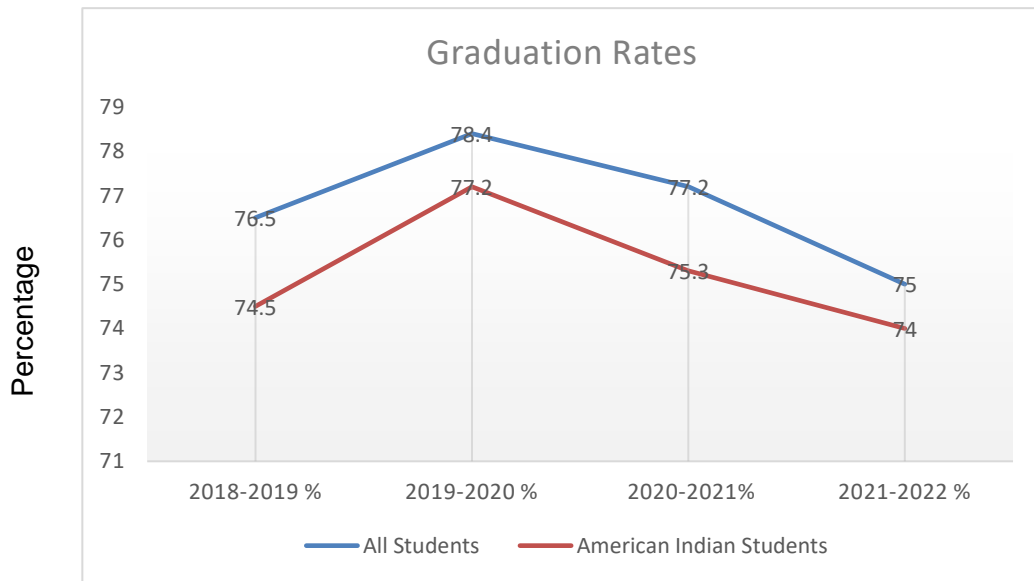
Background.

The high school experience and earning a diploma provide students with the necessary credentials for a solid college, career, and civic readiness pathway. GMCS is working with high schools in developing pathways individualized for work opportunities in the student’s local community. Middle 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 2021-2022 school year. All students and the American Indian student group have increased graduation rates from 2018 to 2020 but decreased by 2022.

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. The high school students in dual credit programs may simultaneously earn college and high school credits. STEM Core’s partnership with Navajo Technical University is being offered to 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, with more than half the students graduating 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 and participate in Title 1 Federally Required Assessments (SAT and ASR) or alternative demonstrations 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 reports and assessment participation rates and build processes that proactively increase assessment participation rates across student groups.

Background.

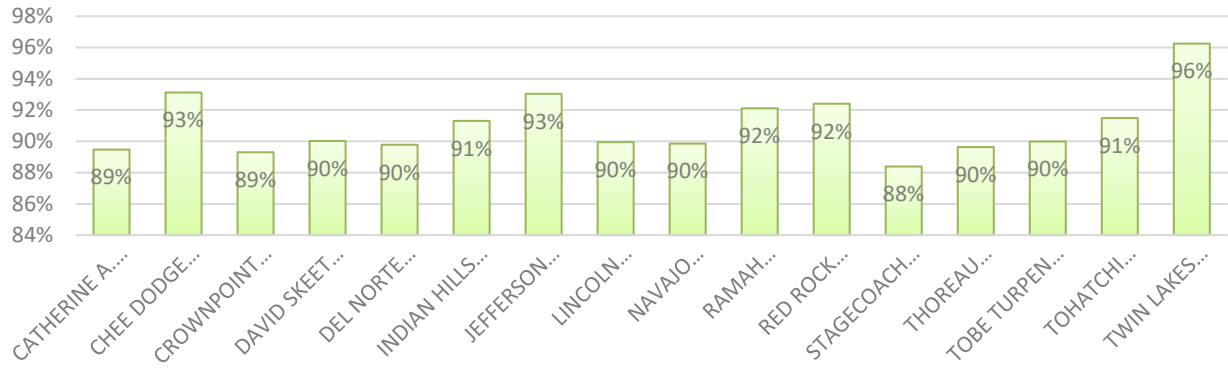
A school-age person subject to the provisions of the Compulsory School Attendance Law [22-12-1 NMSA 1978] shall attend school for at least the length of time of the school year that is established in the school district in which the person is a resident in which the person is enrolled. The school district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

Methods.

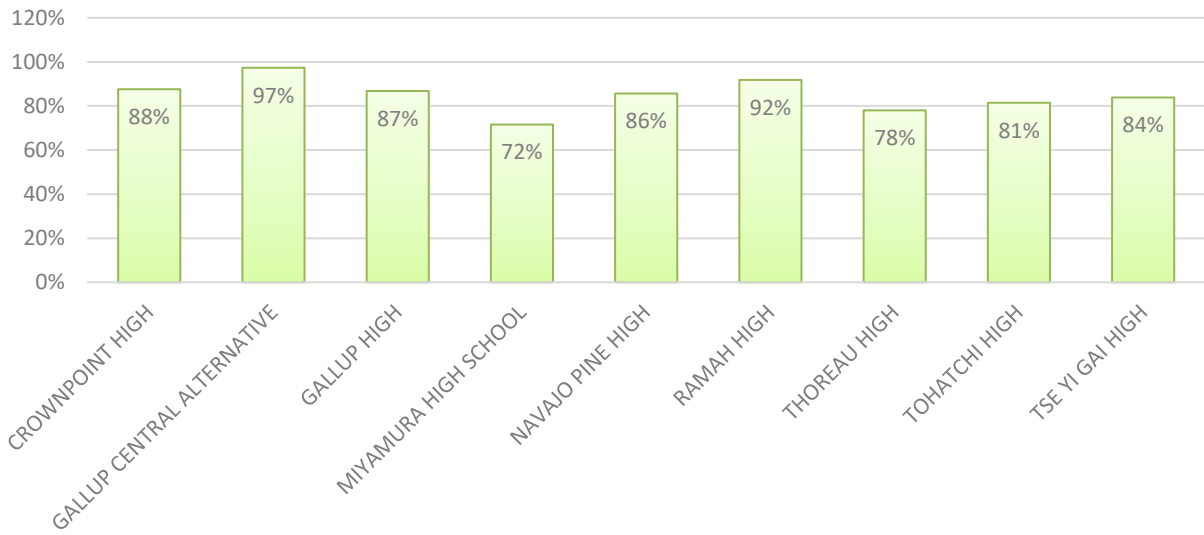
Analyze data received from the Student Teacher Accountability Reporting System (STARS) consistently at intervals on the 40th-, 80th-, 120th day, and end-of-year in a manner as specified by the PED. These measurements, in conjunction with the school's attendance plans, let the district know students'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

Results.

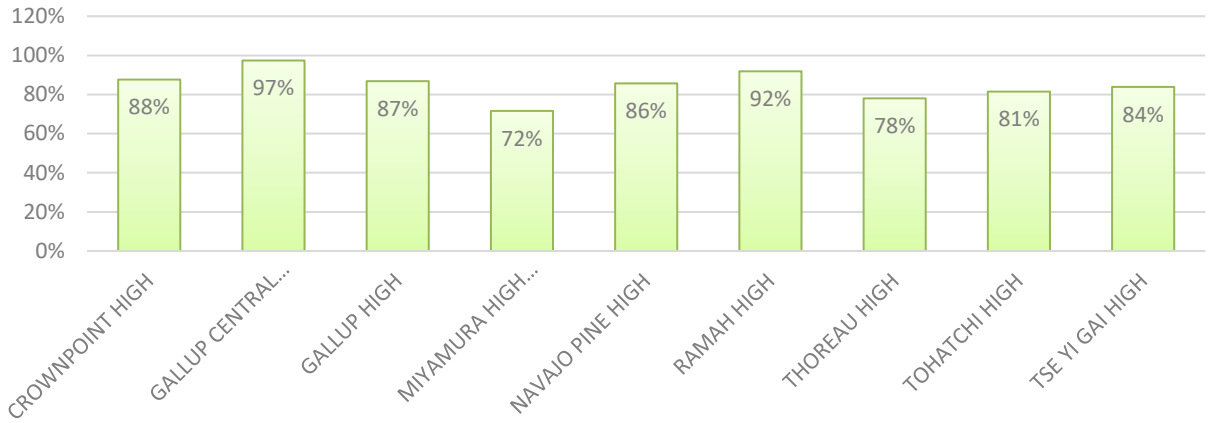
Elementary - All Students Attendance Rate



Mid School - All Students Attendance Rate

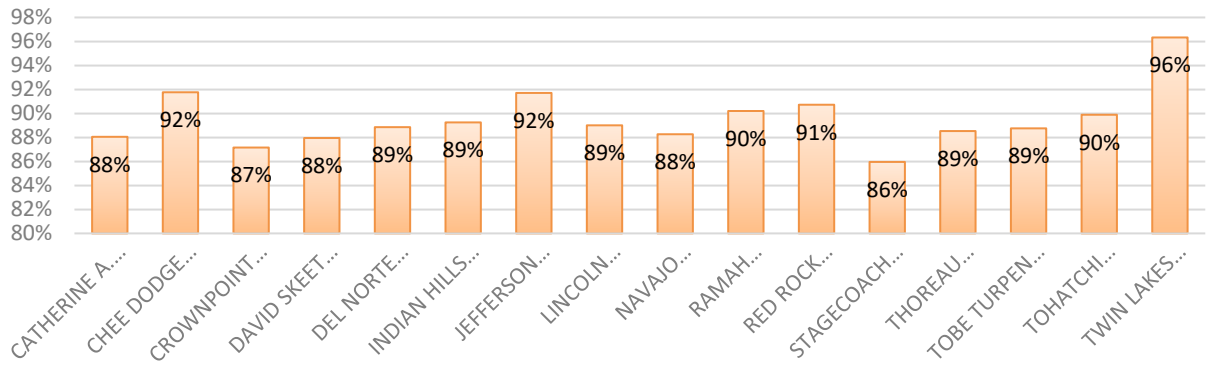


All Students High School Attendance Rate

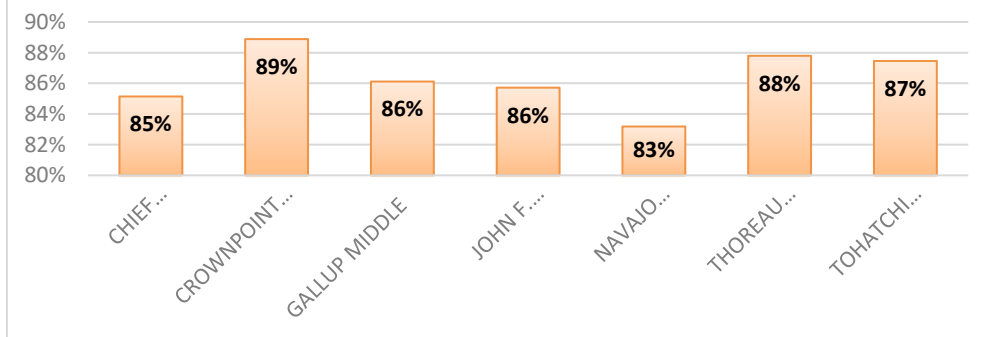


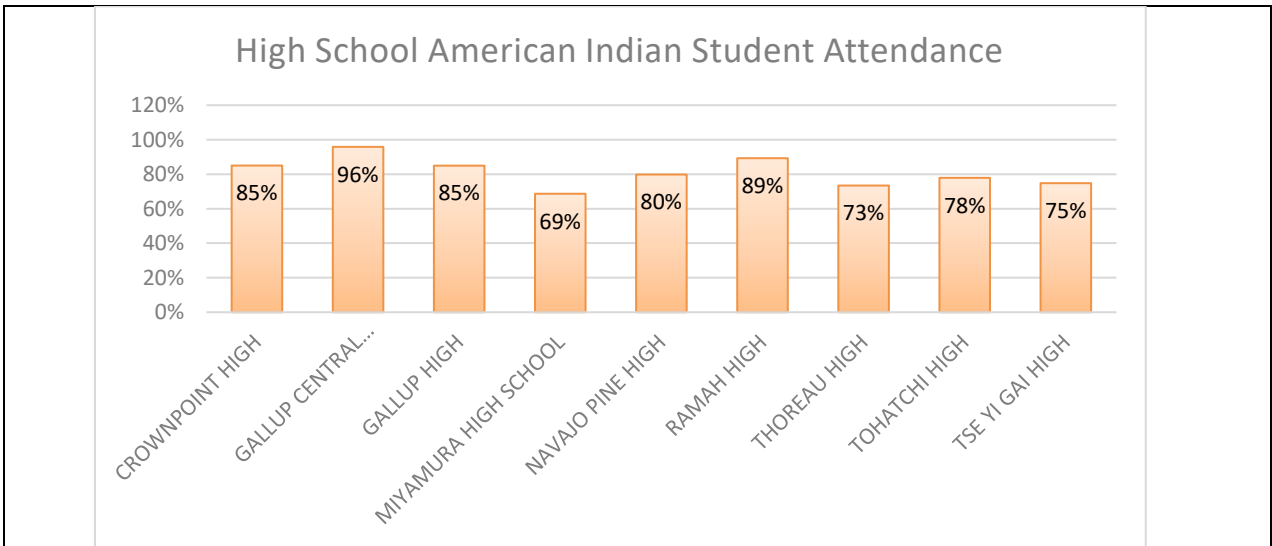
The tables above shows the average attendance proficiency for all schools.

Elementary American Indian Student Attendance Rate



Mid School American Indian Student Attendance Rate





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 smaller number of student transfers. Higher mobility rates may be linked to lower student achievement.

	2020-2021	2021-2022	2022-2023
Elementary Schools	24%	22%	23%
Middle Schools	22%	17%	27%
High Schools	29%	20%	22%

The table above shows 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 2022-2023, there was more student movement in middle schools of students transferred in and out of schools when compared to elementary and high school students.

Conclusion.

Based on Gallup McKinley County’s data from the 40D, 80D, and 120D we see that the attendance rate was at 87% for the district. The district’s attendance goal is to be at 95% or higher for this school year.

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. Every school that has a student enrollment population of two hundred or more, has a liaison assigned to the school that monitors attendance and conducts home visits to ensure student attendance is verified and student attendance is approved.

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 NM Public Education Department; 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.

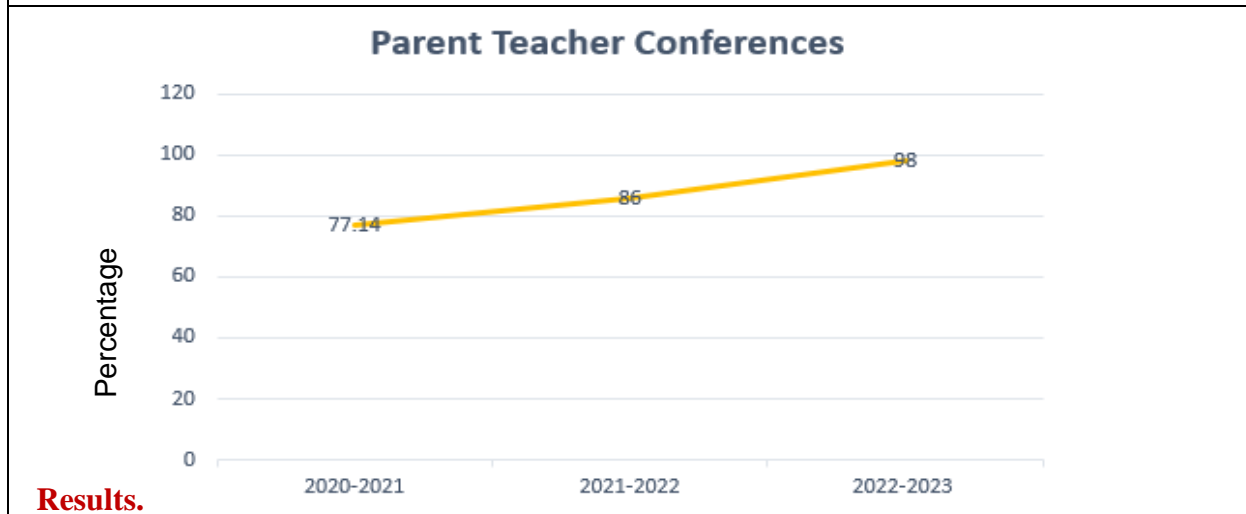
In all GMCS schools, there are various methods when communicating with parents. Schools primarily use websites and phone or text messages for communication. In addition to electronic forms, some school liaisons help distribute information and lessons to parents and their students.

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 the District's College, Career, & Civic Readiness (CCCR) department are 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 institutions.

Methods.

Extensive information was disseminated through media – newspapers, radio stations, the 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 have 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 degree.



Results.

The above graph shows that despite the challenges of parental contact, most parents (nearly 100%) participated in the Parent/Teacher Conferences held on September 2022 and February 2023. The chart above documents the increase of total parent participation in parent/teacher conferences from school year 2021-2022 to the school year 2022-2023, with an increase in parent attendance of 12% district wide.

Conclusion.

To increase parent involvement, the district implemented two initiatives. For all elementary schools, four academic parent nights per school were designed to teach parents skills that their students are learning and which they (as parents) can reinforce at home. For secondary schools, student-led conferences have students present their classwork to their parents. Students inform their parents about 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 continues to implement family literacy nights for reading and math, and scheduled conferences for parent-school collaboration. Fall and Spring conferences have been implemented at every elementary school (PreK-5) and Student-Led Conferences (6-12) at the secondary school level. All conferences and family nights hold sessions for families 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 (Homeroom) for all their classes. The parents and students develop a goal with action steps to help close their achievement gap. GMCS offers support for teachers to lead these parent conferencing models 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 New Mexico "...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 students 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 24% of the students being mobile, moving from school to school, a common Year At a Glance, Dinè Language and Culture curriculum, and three-week unit curriculum base measures have been developed to ensure 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, 3,356 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 2022, less than 1% of American Indian students in GMCS can fluently speak their home language. Academically, American Indian students perform 4% lower in reading and 3% lower in math than their 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 being supported with professional development and instructional strategies that improve student understanding of all content subjects and within the Heritage Language and Culture classes due to the implementation of sheltered instruction and engagement strategies.

Action Plan.

Gallup McKinley County schools will continue to provide instructional support with professional development, engagement strategies, a Heritage Language program, and provide academic support for 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 successful adults.

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	\$ 173,695,963.00
13000 - Transportation	\$ 7,235,402.00
21000 - Food Service	\$ 7,039,747.00
23000 - Non-Budgeted Activity	\$ 700,000.00
24000	\$ 53,812,359.00
25000	\$ 5,724,402.00
27000	\$ 2,901,584.00
28000	\$ 67,424.00
31100 - Bond Building	\$ 2,000,000.00
31700 - Capital Improvements SB-9	\$ 1,490,805.00
41000 - Debt Services	\$ 6,187,589.00

The table above depicts the revenue sources for the school district in the school year 2022-2023.

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. The amounts below depict the school year allocation for 2022-2023.

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
12,241	9,731	\$ 405,056,885	\$1,748,480	\$10,419,892	\$0	\$648,772

2022-2023 Expenditures

Expenditures	Amount
1000 - INSTRUCTION	\$ 137,211,401.00
2100 – STUDENT SUPPORT SERVICES	\$ 16,163,261.00
2200 – INSTRUCTIONAL SUPPORT SERVICES	\$ 4,427,717.00
2300 – GENERAL ADMINISTRATION	\$ 2,142,513.00
2400 – SCHOOL ADMINISTRATION	\$ 14,215,056.00
2500 – CENTRAL SERVICES	\$ 8, 093,739.00
2600 – OPERATIONS AND MAINTENANCE	\$ 35,946,134.00
2700 – STUDENT TRANSPORTATION	\$ 6,838,211.00
2900 – OTHER SUPPORT SERVICES	\$ 4,693.00
3100 – FOOD SERVICES	\$ 9,904,717.00
3300 – COMMUNITY SERVICES	\$ 58,230.00
4000 - CAPITAL OUTLAY	\$ 58,251,927.00
5000 – DEBT SERVICES	\$ 7, 280,786.00

The table documents the amount of funds expended for the school year 2022-2023

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 NM 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., counselors, and social workers). 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.

The district is also using Indian Education grant funds to host a Career, College, and Civic Readiness (CCCR) 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 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 parents 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 the Navajo Nation on November 2, 2022, and on April 27, 2023, and with the Pueblo of Zuni on November 16, 2022, and May 3, 2023, 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, 2022, and April 29, 2023

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 most of the District's 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 guide American Indian district programs, including public hearings and tribal consultation meetings. The attached Indian Policies and Procedures agreement (Appendix A) 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.

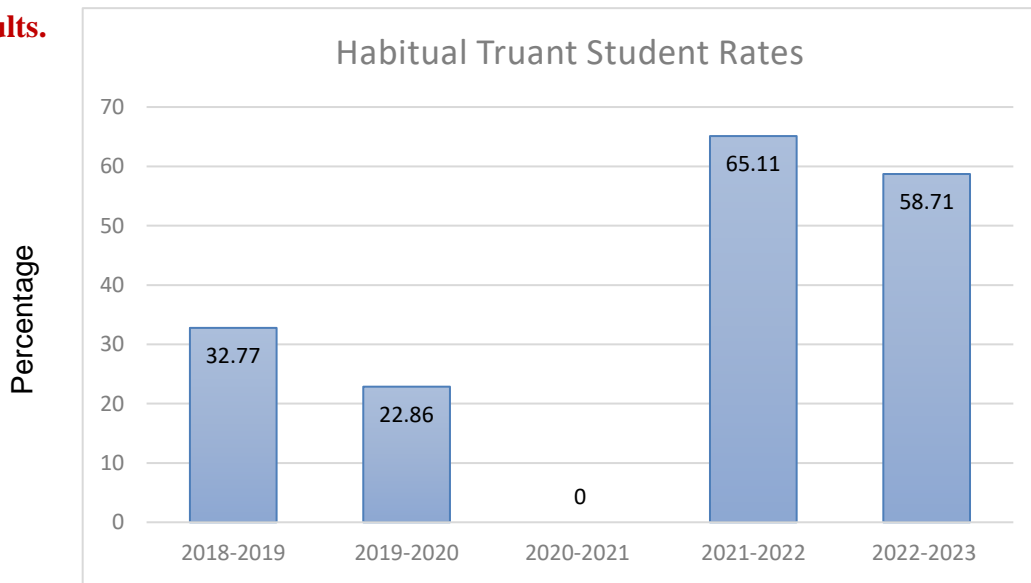
Background.

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.



Ethnicity	2022-2023 Membership (Unduplicated) Gr. 7-12	2022-2023 Drop Gr. 7-12	2022-2023 Overall % Rate
American Indian/Alaskan Native	4,442	239	5.4%
Asian	81	2	2.5%
Black or African American	39	10	25.6%
Caucasian	416	67	16.1%
Hispanic	1,052	104	9.9%
Multiracial	105	17	16.2%
Native Hawaiian or Other Pacific Islander	6	2	33.3%

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 the District's annual calendar, it gives GMCS families the opportunity to plan personal, ceremonial or culturally related activities around the school calendar.

2023-2024 School Year Calendar



Independence Day
07/04/2023

JULY '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					

JANUARY '24						
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			

Winter Break
01/01-02/2024
Data Day
01/03/2024
Students Return
01/04/2024
Report Cards
01/05/2024
Marlin Luther King Jr. Day
01/15/2024

First Day for Staff
08/01/2023
First Day of School
08/03/2023

AUGUST '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		

FEBRUARY '24						
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		

Presidents' Day
02/19/2024

Labor Day
09/04/2023

SEPTEMBER '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

MARCH '24						
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						

Spring Break
03/10-17/2024
End of Third Quarter
03/08/2024
Parent Teacher Conference
03/25/2024
Report Cards
03/25/2024

Fall Break
10/12-13/2023
End of First Quarter
10/11/2023
Data Day
10/16/2023
Parent Teacher Conference
10/23/2023
Report Cards
10/23/2023

OCTOBER '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				

APRIL '24						
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				

Navajo Sovereignty Day
04/22/2024

Election Day
11/07/2023
Veterans Day
11/10/2023
Thanksgiving Break
11/20-24/2023

NOVEMBER '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		

MAY '24						
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	

Memorial Day
05/27/2024

End of Second Quarter
12/19/2023
Winter Break
12/20-29/2023

DECEMBER '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						

JUNE '24						
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						

Last Day of School/End of Fourth Quarter
06/06/2024
Teachers Last Day of Work
06/06/2024
Report Cards
06/06/2024
Juneteenth
06/19/2024

Thursdays and Fridays-Schools will start 75-minutes after the Monday-Wednesday start times.

*Tentative Agreement pending Board Approval and Union Ratification

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.

Action Plan. Gallup McKinley County Schools will continue to design, communicate, and 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 the calendar 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 November 16, 2023, and on May 3, 2023. The formal consultation meetings with the Navajo Nation were held on November 2, 2022, and April 27, 2023. 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 hearings to support improvement efforts around home communications, the District acknowledges the roles our parents provide in supporting students academically in the home environment.

*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 uses the Division of Diné Education (DoDE) 520-evaluation instrument to identify and support the Navajo language/culture teachers in earning the Navajo Nation home language certificate. GMCS and DoDE have met

to discuss curricula changes, the Dine Proficiency Language Assessment (DPLA) results, and District program twice a year.

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 look 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. The Cultural Education Department supports the Zuni language-culture teacher with professional development in lesson preparation, assessment, and engaging students.

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. All HLC classes currently have three-week unit curriculum-based assessments to gauge language use and student progress within a three-week period.

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 parents’ 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 7 NMPED licensed language teachers and 30 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 September 2022 and in May 2023, 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 and building interim assessments.

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. Currently, three-week unit assessments showing the different level of rigor required from a student for each of the different grade band standards is in place with each kindergarten to high school HLC classroom. 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 minor 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 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 75.5% 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 school year 2022-2023 initiatives and results.

Appendix A

Gallup-McKinley County Schools Indian Policies and Procedures 2023-2024 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 WPs 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 2024 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 2024 Impact Aid application.

INDIAN POLICIES AND PROCEDURES

Preferred Method of Communication:

Navajo Nation: Use of English and Navajo language during meetings and written copies for meetings sent via email.

Zuni Pueblo: Use of English language during meetings and written copies for meetings sent via email.

Parents: Use of English and Navajo languages during public hearings, meetings, and written summaries reference sent via email.

POLICY 1:

The LEA will disseminate relevant applications, evaluations, program plans, and information related to the LEA's education program and activities with 5 working days of 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, as soon as reasonable possible as soon as information is available, but not later than 5 working days in advance of any meeting by emailing all parties, agendas with information that will be shared, and seek input regarding the following programs on its educational program (including, but not 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, tribal consultations, and posted on our GMCS district website after the meeting, not to exceed five working days of the meeting. The district holds two tribal consultations web meetings with both the Navajo Nation and Zuni tribal councils. All notices and presentations are emailed to the participants five working days before the meetings. Information that will be shared with families and the community, will cover impact aid application and current expenditures, student equal participation analysis within school activities and assessments based on ethnic subgroups, Indian Policies and Procedures, and any plans that directly impact GMCS Native American student populations.

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 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 to be 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 of 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.

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) J.

- i. Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe’s preference for method of communication, and
- ii. Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

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 members to offer comments and suggestions regarding programming for Indian students. In addition, two public hearings are held, one per semester in six GMCS regions, on school scheduled family nights, so each region of parents and families have an opportunity for input (Tohatchi, Thoreau, Navajo, Crownpoint, Ramah, and Gallup). Different team members go to different regions to present. We schedule with the schools as schools schedule are set based on the school site parent input. Based on preferred methods of communication, ideal dates, 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. Indian parents and Tribes will be given 5 days’ notice of any and all meetings by email, in-person communication and mail if email does not work, to discuss other preferred methods of communication, ideal dates, and items for meetings. The district will make modifications for communication with the Navajo and Zuni tribes. Agendas and topics will be sent to participating members 5 days in advance, of any scheduled meeting, and participants can either email or call the director of Cultural Education.

Procedure 2.3: GMCS will post all applications, evaluations, Equal Participation Analysis, program planning, and Indian Policies and Procedures on the district’s website as soon as reasonably possible after such information becomes available but at least 5 days before any scheduled meetings. There will be four meetings with the District Parent Advisory Council each year and two consultations with each Tribal council. Agendas and topics will be sent to participating members 5 days in advance, of any scheduled meeting, and participants can either email or call the director of Cultural Education. A virtual team will be dedicated to the Indian Policies and Procedures team of parents and tribal leaders to add comments 24 hours a day in chat to provide feedback on the IPP. The Navajo and Zuni tribes choose to have all information emailed, discussed in video chat and through in person conversations. Any changes to these methods of communication will happen through additional consultation with tribes and parents through phone calls, in person or virtual meetings. Contact information for program managers will be provided to allow for comments and recommendations from parents and community directly with GMCS staff. Based on preferred methods of communication, ideal dates, times, and items for meetings, the district will make modifications for communication with parents to ensure maximum participation via email, in person, and mailed if email fails to send.

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 utilizing paper copies, emails, phone calls, virtual chat, and in person conversations by the end of first semester. The site councils will share that information with their parents and community at their school site parent meetings.

If the consultation participation of Indian children is low, GMCS will reevaluate its consultation process. Specifically, GMCS will take the following measure to improve and enhance participation:

1. Consultant with parents of Indian children and tribes.
2. Change communication methods.
3. Change times for meetings

4. Change methods of meetings: in-person /virtual

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 all the district's education programs and activities [34CFR222.94(a)(3)J.

- (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. GMCS will assess the extent of Indian student participation in all education programs and cocurricular activities (Career, College, Civic Readiness pathways, high school athletics, school activity participation, and participation in high stakes and standardized assessments) to analyze annually for gaps in Indian children participation. The GMCS District shall annually calculate from its records the ratio of Indian children compared to non-Indian children participating in all academic and co-curricular programs.

A. This information is being stored on GMCS's student information system. Schools will enter information as students engage in any education programs and co-curricular activities. As stated in policies 1 and 2, GMCS will post all applications, evaluations, Equal Participation Analysis, program planning, and Indian Policies and Procedures on the district's website as soon as reasonably possible after such information becomes available but at least 5 days before any scheduled meetings. GMCS shall annually calculate from its records the ratio of Indian children compared to non-Indian children participating in all academic and co-curricular programs

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 and make corrections when gaps are found within the programs. GMCS's student information system has been set up to collect student participation in athletics, extracurricular activities assessments, college, and career readiness. All information will be included in GMCS's Tribal Education Status Report and will be shared with all stakeholders via email, posting on GMCS's webpage, GMCS's DPAC meetings and Tribal consultations, and in person.

C. GMCS will share its assessment of district funding, Indian student participation, and related academic achievements and other related data with the parents of Indian children and tribal officials by posting Equal Participation Analysis data at local Navajo chapter houses and on the district website, mailing of documents to tribal officials, distribution to all Advisory School Councils at all 33 school locations and distribution during all public hearings, meetings, and at tribal consultation meetings. The summaries will be distributed one week prior to scheduled public hearings, meetings, and tribal consultation meetings which will be held in the Fall, mid year, and Spring, three times a year.

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, and through email. Data will be utilized to develop appropriate support for various programs. This information, feedback, questions, and concerns will be summarized and posted on the district website with five working days after each meeting.

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 the GMCS School Board and the District Parent Advisory Committee, tribes, and the parents of Indian children will modify its education program in such a way as to improve Indian participation. GMCS will provide data of a gap 5 days in advance with the DPAC and send via email to all parents of Indian children for comment.

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 (DPAC), two representatives from the Navajo Nation and two representatives from the Zuni Pueblo to meet twice a year, a Fall and Spring meeting. 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. Meetings will be advertised.

Procedure 4.2: GMCS Board of Education will hold a board meeting by December 31st of each application year to evaluate and modify the IPP if the DPAC committee indicates modifications are necessary. The changes made by GMCS's school board and DPAC will be implemented in January following the approval of the IPP. Parents will be notified by email, robot text message system, social media posting and GMCS district home page. In addition, the Cultural Education secretary will email, and phone call the DPAC members to guarantee they know all pertinent information of the approval process.

Procedure 4.3: GMCS will notify all parents of Indian children, tribal officials, and the general public of any changes to the IPP through email, in person or virtual meetings at least 30 working days after the school board makes a change. GMCS will also engage in tribal consultations via email or virtual/in-person meetings and by posting updates on the district website. In addition, changes will be posted at local Navajo chapter houses, mailing, and by disseminating to the District Parent Advisory Committee with a meeting that should occur after 30 days after the school board made a potential change. The 30 days is encouraged so the participants have enough time to plan to attend a consultation meeting.

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 the two tribal consultations and all meetings and comments with the DPAC responses will be placed on the district website, posting at focal Navajo chapter houses and disseminating to the District Parent Advisory Committee through phone calls and emails to all parents prior to the submission of the IPP's by the District. Using GMCS's student information system, any changes, questions, feedback, or information to the IPP will be sent in writing to all parents of Indian children via email and will also be shared at the quarterly DPAC meetings.


POLICY 6

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

Procedure 6.1: GMCS will annually provide a copy of the current Indian Policies and Procedures document to the Navajo Nation and the Zuni Pueblo leaders at scheduled formal tribal consultation meetings. In addition, the tribal leaders will be emailed a copy of the Indian Policies and Procedures after school board approval and prior to submitting the Impact Aid application.

GMCS Board of Education Approval Date: October 3, 2022


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


Dr. Harold G. Begay Superintendent
Division of Diné Education
Navajo Nation


Mr. Chris Mortensen, President
GMCS Board of Education


Mr. Mike Hyatt, Superintendent
Gallup-McKinley County Schools


McKenzie Jimenez
DPAC student representative


Kaci Begay
DPAC student representative