



# Grants/Cibola County School District



*Dave Arnold 2008*

## Tribal Education Survey Report SY 2018-2019



“Every Student, Every Day,  
Building A Person For Life”



**Tribal Education Status Report  
Grants Cibola County Schools  
District-Wide  
2018-2019**

**Max Perez  
Superintendent**

**Bob Tenequer  
Coordinator, Office of Indian Education**

**G/CCS Board Members**

**Dr. Guy Archambeau, School Board President  
Ron Ortiz, School Board Vice President  
Emily Hunt-Dailey, School Board Secretary  
Dion Sandoval, School Board Member  
Richard Jones, School Board Member**

**Thank you to the following individuals for their contribution to this report:**

<b>Asha Ashby</b>	<b>Director</b>	<b>Federal/State Programs</b>
<b>Alton Autrey</b>	<b>Director</b>	<b>Instruction Office</b>
<b>Steve Maldonado</b>	<b>Budget &amp; Finance Director</b>	<b>Business Office</b>
<b>Rose Gingrich</b>	<b>NM Stars/Data Specialist</b>	<b>Data and Testing Office</b>
<b>Steve Brown</b>	<b>Powerschool Specialist</b>	<b>Data and Testing Office</b>
<b>Brian Crockett</b>	<b>Testing/Data Specialist</b>	<b>Data and Testing Office</b>
<b>Vance Lee</b>	<b>Principal</b>	<b>Early College High School</b>

**Thank you to the following Pueblo Governors of the Pueblo of Acoma and the Pueblo of Laguna and President of the Baca-Prewitt Chapter and staff of the Department of Diné Education of the Navajo Nation:**

**Kurt Riley, Governor Pueblo of Acoma  
Virgil Siow, Governor Pueblo of Laguna  
Cecil Lewis, President, Baca-Prewitt Chapter of the Navajo Nation  
Dr. Tommy H. Lewis, Superintendent of Schools, Department of Diné Education**

# Table of Contents

<b>Message from our Superintendent.....</b>	<b>3</b>
<b>Native American Student Demographics.....</b>	<b>4</b>
<b>Student Achievement.....</b>	<b>5-10</b>
• <b>PARCC ELA Performance Levels</b>	
• <b>PARCC ELA Proficiency Rates by Ethnicity</b>	
• <b>PARCC ELA Performance Levels-Tribes</b>	
• <b>PARCC Mathematics Proficiency Rates by Ethnicity</b>	
• <b>PARCC Mathematics Performance Level-Tribes</b>	
• <b>IStation Reading Performance Levels, Tribes</b>	
• <b>ACCESS for ELL's Performance Levels-2019</b>	
<b>School Safety.....</b>	<b>11</b>
<b>Graduation Rate.....</b>	<b>13</b>
<b>Attendance.....</b>	<b>14</b>
<b>Parent and Community Involvement.....</b>	<b>17</b>
<b>Educational Programs Targeting Tribal Students.....</b>	<b>18</b>
<b>Financial Reports.....</b>	<b>19</b>
<b>Indian Policies and Procedures.....</b>	<b>20</b>
<b>School District Initiatives.....</b>	<b>21</b>
<b>Variable School Calendars.....</b>	<b>22</b>
<b>School District Consultations.....</b>	<b>23</b>
<b>Indigenous Research, Evaluation, and Curriculum.....</b>	<b>24</b>



## Message from the Superintendent



The Grants Cibola-County School District is on the move. It is our full intention to educate all students the Right Way! We will collaborate, build relationships, and use data to make decisions in order to get results. With this in mind, the Grants-Cibola County School's Tribal Education Status Report (TESR) presents data and other critical information about student learning.

The New Mexico Indian Education Act requires that each school district with Tribal Lands within its boundaries submit a district-wide TESR. The School Districts' TESR report contains information regarding school performance, how it is measured, how it is reported and how the information is shared with the local Pueblos and tribes.

The report covers 12 indicators mentioned in the Indian Education Act of 2003.

The indicators in this report are aligned to the School District's Strategic Goals.

- Foster student excellence and academic achievement with a curriculum that recognizes our cultural diversity.
- Instill excellence in teaching and leadership.
- Create a school climate and environment that is safe, supportive, inclusive and respectful.
- Engage our diverse families and communities in student success.

At G/CCS we will continue to keep our primary focus on Student Learning. We have a perfectly sized school district with a unique closeness where we know each other and can support each other. Not every school district has this unique attribute. In short, we believe we have all the ingredients for a great and continued success.

We always welcome any suggestions and comments as we strive to improve the education of our Native American students throughout the district.

Max Perez, Superintendent  
Grants-Cibola County Schools

## Native American Demographics

The report covers the enrollment of Native American students attending all G/CCS schools starting with the 2016-2017 SY to the 2018-2019 SY (Based on 80-day count). Over the span of 3 years, the enrollment has increased by 109 students for all Native American subgroups. Native American students make up **46 percent** of the school district's total enrollment.

Table 1. Shows a fluctuation of enrollment between the 2016-2017 SY to the 2018-2019 SY.

### Native American enrollment

For Native American students, there was a drop in enrollment between the 2016-2017 SY to the 2017-2018 SY of (168) students and an increase from the 2017-2018 SY to the 2018-2019 SY of (277).

### Acoma student enrollment

For Acoma students there was a drop in enrollment between the 2016-2017 SY to the 2017-2018 SY of (61) students and an increase from the 2017-2018 SY to the 2018-2019 SY of (145).

### Laguna student enrollment

For Laguna students there was a drop in enrollment between the 2016-2017 SY to the 2017-2018 SY of (132) and an increase from the 2017-2018 SY to the 2018-2019 SY of (71).

### Navajo student enrollment

For Navajo students, there was a drop in enrollment between the 2016-2017 SY to the 2017-2018 SY of (120) and an increase from the 2017-2018 SY to the 2018-2019 SY of (190).

Subgroup	2016-2017	2017-2018	2018-2019
<b>Native American</b>	<b>1,848</b>	<b>1,680</b>	<b>1,957</b>
<b>Acoma</b>	<b>497</b>	<b>436</b>	<b>581</b>
<b>Laguna</b>	<b>557</b>	<b>425</b>	<b>496</b>
<b>Navajo</b>	<b>702</b>	<b>582</b>	<b>772</b>

## Student Achievement

**G/CCS Objective:** New Mexico public schools are measured by statewide tests that are approved by NMPED, and the results are disaggregated by ethnicity, gender, economic status, and disabilities.

**Background:** This TESR includes assessments in the evaluation of student progress in the following: PARCC ELA Performance, PARCC ELA, Proficiency Rates by Ethnicity, PARCC ELA Performance Level-Tribes, PARCC Mathematics Performance Levels, PARCC Mathematics Performance Levels-Tribes, PARCC Mathematics, Proficiency Rates by Ethnicity, Istation Reading Performance Levels, Istation Reading Performance Levels-Tribes, and ACCESS for ELL's Performance Levels-2019.

**Methods:** During the 2018/2019 school year, the newly elected Governor, Michelle Lujan Grisham, announced that New Mexico was rescinding membership from the PARCC consortium and would not administer that summative assessment during the Spring of 2019; instead, students would participate in the New Mexico Standards-Based Transition Assessment of Mathematics and English Language Arts (TAMELA).

Assessment reports are provided to schools and districts so that the student results can be released to parents and the data can be used to develop lesson plans and curricula to aid student growth and target content and ability standards that are below expectations.

Aligned with New Mexico assessments G/CCS has included in this TESR information pertaining to PARCC ELA Performance (Table 1.), PARCC ELA, Proficiency Rates by Ethnicity (Table 2.) multiyear comparison of data, PARCC ELA Performance Level-Tribes (Table 3), PARCC Mathematics Performance Levels (Table 4.), PARCC Mathematics Performance Levels-Tribes (Table 5.), PARCC Mathematics, Proficiency Rates by Ethnicity (Table 6.), Istation Reading Performance Levels (Table 7.), Istation Reading Performance Levels-Tribes (Table 8.), and ACCESS for ELL's Performance Levels-2019 (Table 9.).

Istation is one of our benchmark assessments. In the 18-19 SY, K-5 students in all 7 elementary schools used this benchmark assessment. The levels correspond to the levels in TAMELA. Our students continue to perform well on Istation.

ACCESS for ELL's is an English language proficiency assessment for all English language learners. Students are assessed in 4 domains: speaking, listening, reading and writing. Students who reach level 5 are redesignated as English proficient. We have a large percentage of students at level 3 (reaching), and with continued differentiated instruction these students will reach a level 5 within 2-3 years.

**Results:** At the bottom of each chart of this TESR a brief analysis of student achievement is presented.

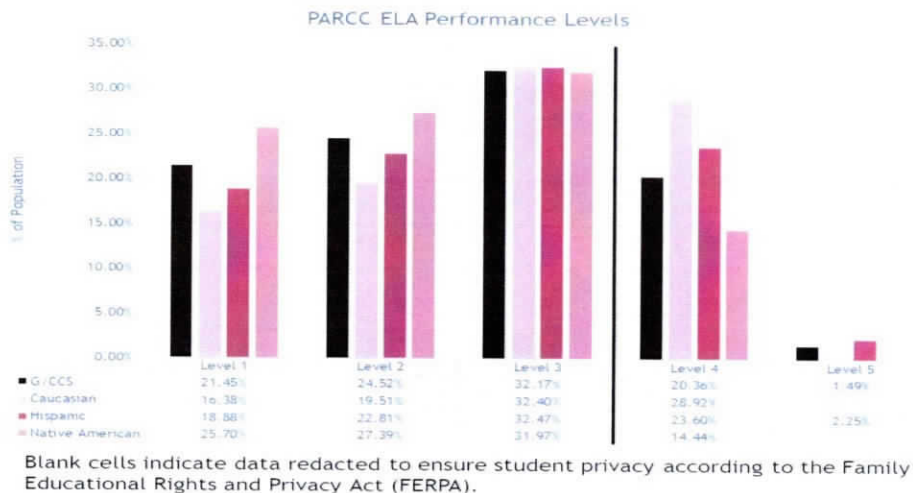
**Conclusion:** The New Mexico Standards-Based Transition Assessment of Math and English Language Arts (TAMELA) was administered this past spring in response to Governor Michelle Grisham’s January executive order directing the New Mexico Public Education Department (NMPED) to begin transitioning away from the *Partnership for Assessment of Readiness for College and Careers (PARCC)* test.

Table 8. shows steady Istation growth toward levels 4-5 among all Native American students.

**Action Plan:** The school district will continue to provide additional instructional support in advancing students to proficiency in ELA. In addition, concentrated efforts will continue to be implemented towards a standards-based learning system.

In the ACCESS for ELL assessment, the district has a large percentage of students at level 3 (reaching), and with continued differentiated instruction these students will reach a level 5 within 2-3 years.

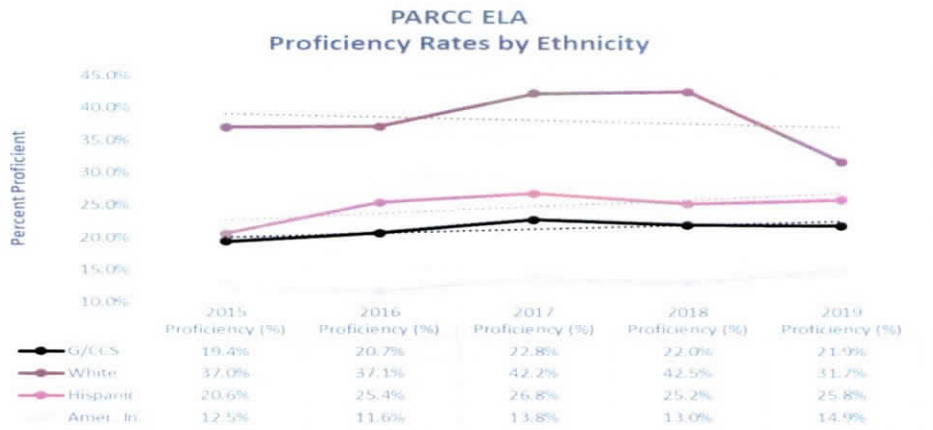
**Table 1.**



There is a large percentage of students at level three, which shows that with additional instructional support these students can advance into level 4- proficient or above.



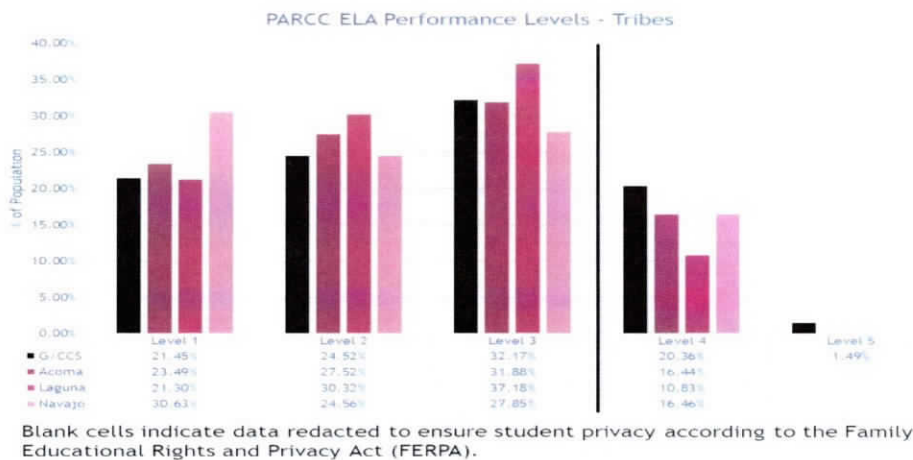
**Table 2.**



The subgroup gaps continue. We are addressing this issue with a concentrated effort towards a standards-based learning system.

For 2019 the American Indian subgroup reached a 5-year high in Proficiency Rate, but gains are minimal. There is seven (7) percentage point difference (Gap) in G/CCS average proficiency and our lowest-performing subgroup of American Indian.

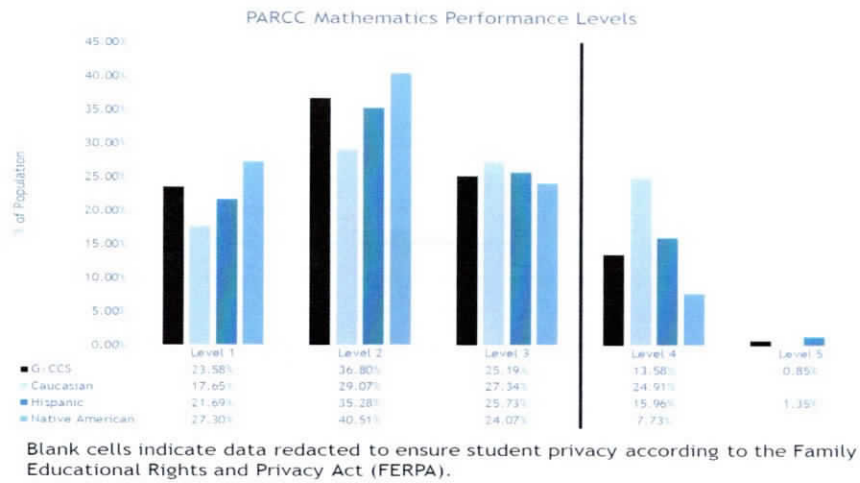
**Table 3.**



GCCS and Tribal students show an increase in level 3- nearing proficiency. Again with continued instructional support, these students will be given the tools and skills they need to show proficiency in the 19-20 School Year.

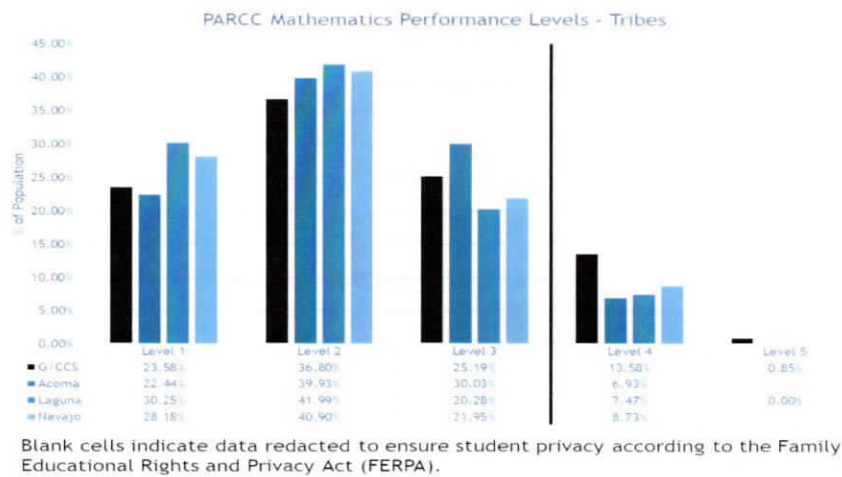


**Table 4.**



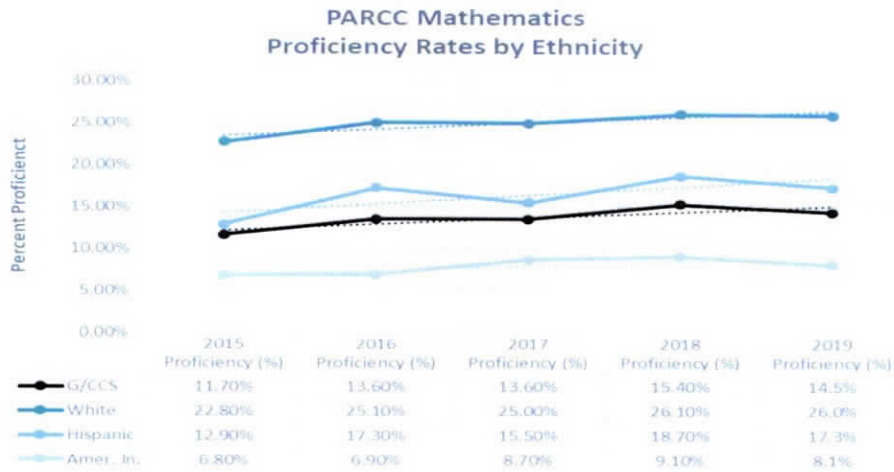
In math, there is an urgency to move our level 2 students into levels 3 and 4. Our focus on a standards-based learning system will provide these students skills to push them towards proficiency and beyond.

**Table 5.**



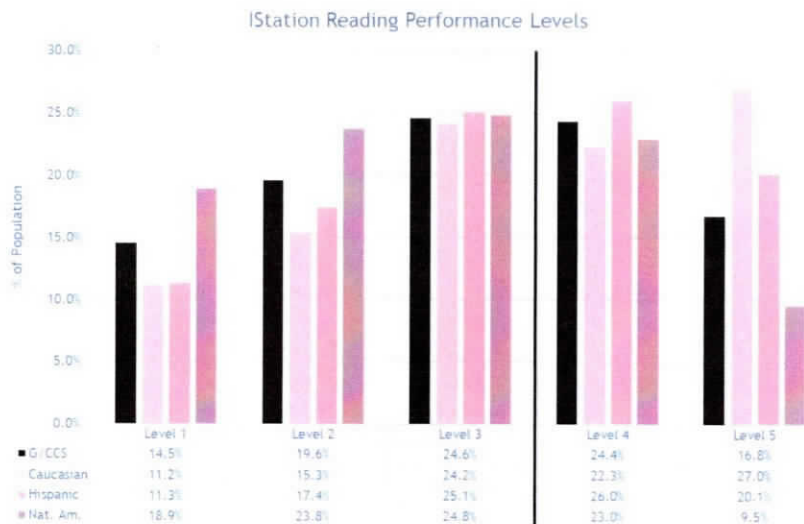
As stated above our standards-based learning system focus will advance Native American students from levels 2 and 3 to level 4.

**Table 6.**



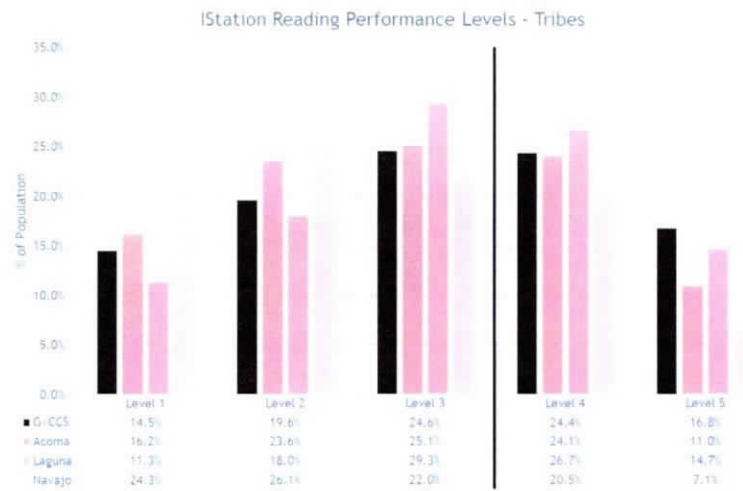
The subgroups show no real growth in student proficiency over the course of 5 years. See action plan to see how we are addressing this issue.

**Table 7.**



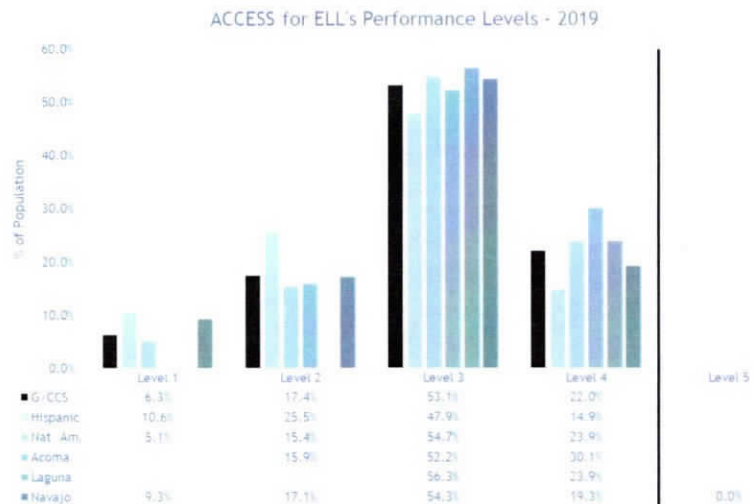
Istation a diagnostic reading assessment shows teachers monthly how their students are progressing--- it is one of our benchmark assessments. In the 18-19 SY, K-5 students in all 7 elementary schools used this benchmark assessment. The levels correspond to the levels in NMSBA. Our students perform well on Istation.

**Table 8.**



This table shows a steady growth toward levels 4-5 among all Native American students.

**Table 9.**



Blank cells indicate data redacted to ensure student privacy according to the Family Educational Rights and Privacy Act (FERPA).

ACCESS for ELL's is an English language proficiency assessment that all English language learners take in the spring. It shows their progress from level 1 (emerging) to level 5 (bridging). Students are assessed in 4 domains: speaking, listening, reading and writing. Students who reach level 5 are redesignated as English proficient. We have a large percentage of students at level 3 (reaching), and with continued differentiated instruction these students will reach a level 5 within 2-3 years.



## **School Safety and Security**

**G/CCS Objective:** To ensure that student attending Grants-Cibola County Schools attend safe, secure, and peaceful schools. To foster a safe, inclusive and respectful school community that values the families, culture, and heritage reflected in our schools. Goal Three of the Board's strategic plan aligns to school safety, which reads: Create a school climate and environment that is safe, supportive, inclusive and respectful. Outcome 3.1 Improve student and staff satisfaction/perceptions around the school climate and environment.

**Background:** Grants Cibola County Schools strives to keep students, staff, and faculty safe while they are in school. Safety plans offer new approaches to the following:

- Review safety plans yearly;
- Train staff, faculty and students to assess, facilitate and implement response to emergency events;
- Ensure each school site has a safety plan developed by a committee;
- Safe schools online program providing on-going Professional Development; and
- Collaboration with local law enforcement and emergency responders for emergency preparation.

Grants Cibola County Schools has developed different strategies and supports to help ensure the safety of schools. These initiatives cover policies and procedures, safety committees at each school site, safety implementation, and prevention plans, emergency response plans, recovery plans, safe schools plan and to provide a school safety report each year to the PED School Health the Wellness Bureau.

Furthermore, the District has applied for and received over \$2,000,000 in security awards from the PSCOC for capital improvement projects that specifically address safety and security.

These projects include:

- Secure vestibules (6 of 11 sites)
- Access Control Systems (10 of 11 sites)
- Surveillance Camera Systems (10 of 11 sites)
- Fencing and secure gates (3 of 11 sites)

These projects will enhance the District's facilities in a manner that meets the following goals:

- Outdoor traffic will be directed to an approved entrance to the building
- Entrances to the building will be controlled in a manner that only allows authorized personnel to gain entry, where the entry should be granted only.
- Once inside the building, secure vestibules will control approved access to the

remainder of the building.

- Surveillance camera systems will video record activities at all exterior parking lots, approved entryways, and interior hallways.

The District is also working with the City of Grants and the Pueblo of Laguna to improve physical presence at secondary school sites by employing a School Resource Officer (SRO) at Grants High School and Laguna-Acoma Jr./Sr. High School.

**Methods:** The School District and each school site must submit their safety plans and data to the PED for review. The PED reviews and requests any changes to be made to the plan. Drills with local law enforcement are conducted throughout the district.

Also, the District has begun and will continue the process of spending award funds over the next 24 months to install all of the abovementioned security enhancement components.

Both the City of Grants and the Pueblo of Laguna have partnered with the GCCS to share costs associated with the hiring of SRO's at both of the District high schools.

**Results:** All school sites are in compliance with their safety plans. Each school site has a safety committee who reviews the plan yearly or as often as needed for the NMPED. Drills are implemented throughout the school year, such as fire drills. The School District is in the process of developing a means of reviewing safety infractions by grade level, type of infraction and other indicators to assist the district in ensuring student safety through program development.

School site security enhancement projects will be completed within the next 24 months.

SRO's have been hired and are currently going through training specific to school security.

**Conclusion:** All school sites within the Grants Cibola County are in compliance with the PED. The district will continue to work with staff, parents, students, and communities in reviewing data such as the number of school infractions and how we can work together to keep everyone safe.

School Security initiatives such as capital improvements and placing law enforcement officers will only improve the District's ability to ensure student and staff safety.

**Action Plan:** The district and school sites will continue to work together to ensure safety plans meet the PED's criteria for safe schools and to provide ongoing professional development, planning, and review of plans for the safety of all staff and students.

As a means of continual school improvement, the District will evaluate security aspects annually, to determine success and next steps.

## Graduation Rate

**G/CCS Objective:** To ensure that all American Indian Students are given the opportunity to graduate from high school with a *New Mexico Diploma of Excellence* with solid preparation for College and Career Readiness. Contained in the G/CCS School Board's Strategic Plan *Goal One: Foster student Excellence and academic achievement with a curriculum that recognizes our cultural diversity, Outcome 1.4* Increase number of students graduating high school by improving their college and career readiness.

**Background:** Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjusted cohort graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diplomas who take longer than four years to graduate. Numerous statistics and reports from the U.S. Department of Labor indicate the importance of a high school diploma and reflect the high economic costs of not completing high school. Attached is a 4-year Graduation rate for Grants Cibola County Schools.

**Methods:** Data from Power School was used to help review credits, credit recovery classes, class schedule, attendance, behavior, discipline, and data reported by Native American Educational Assistants and Liaisons.

Our school district will continue to work with American Indian students in exploring ways of assisting them, keeping them in school and assisting them in graduating from high school.

The high school counselors and Title VI liaisons will continue to provide support and intervention by assessing and reviewing student credits, credit recovery classes, class schedules, attendance, behavior, and discipline beginning in their Freshman year.

At the elementary schools, the Title VI educational assistants will assist the principal and staff in monitoring academics, attendance, behavior and discipline issues for native students.

**Results:** Table 1 presents a mean 4-Year Graduation Rate 2014-2018. The State of New Mexico graduation rate is (70.8 %), G/CCS (67.7%), Caucasian 71.9%, Hispanic (69.1) and American Indian Students (65.4%).

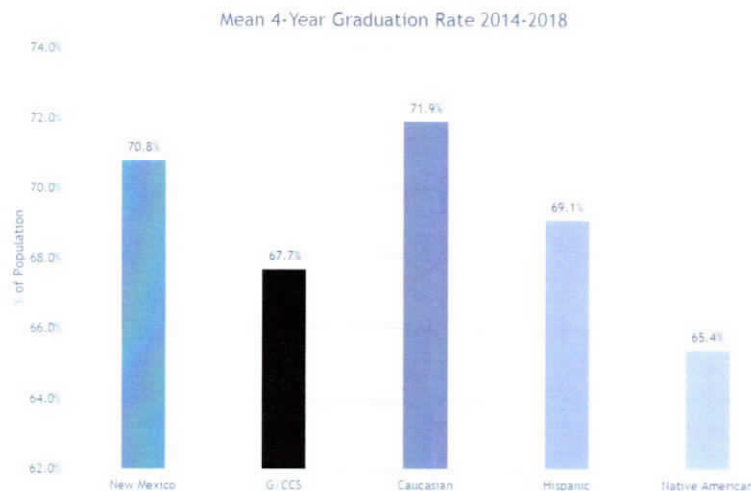


**Conclusion:** The mean 4-year graduation rate 2014-2018 shows that district rate is 67.7% and the Native American rate is 65.4%. The district's graduation rate at 67.7% and is 3.1% below the State at 70.8%.

The Caucasian graduation rate of 71.9% is above the State rate and the Hispanic graduation rate is below the state average at 69.1%.

**Action Plan:** The district will continue to work with tribal communities, tribal governments and tribal departments of education to discuss ways helping American Indian students in obtaining the high school diploma. The district will continue to engage the support of the Acoma Department of Education, the Pueblo of a Laguna and the Department of Diné Education in working together to help students graduate from high school.

**Table 10.**



## Attendance

**G/CCS Objective:** The attendance objective is to ensure that all students attend school every day and are on time for school. This will be accomplished by supporting the school district initiatives in addressing a decrease in drop-out rates and an increase in attendance.

**Background:** The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every Native American pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student, with the goal of keeping children in school until the age of

eighteen. The school board has ratified an attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or one that borders on or around tribal lands. The Grants-Cibola County Schools pursue programs focused on addressing the academic needs of at-risk students and building the capacity of truancy intervention programs. In addition, our school district has established agreements with outside agencies to jointly provide for the education and social needs of students who are at risk of dropping out.

**Methods:** Los Alamos Middle (LAMS) has been selected as a Pilot Site to implement the Early Warning System (EWS). This exemplary program is one of 3 schools in the State that has been selected to implement the initiative and to share with other schools throughout the district ways of implementing the program school-wide.

The Early Warning System (EWS) uses data to alert teachers and administrators to students who are on a pathway to dropping out. The school district's early warning system is set up to begin identifying key factors, which may impact a student's ability to graduate, as early as third grade. Some key factors reported include:

- Third-grade reading proficiency rate;
- Middle school truancy (absenteeism) rate;
- Middle school course failures;
- Ninth grade truancy (absenteeism) rate;
- Ninth grade GPA below 1.5; and
- Failure of any core courses during the ninth grade year.

LAMS has (1) certified facilitator who will be working with implementing EWS at school sites throughout the district. LAMS has been working with John Hopkins University in the implementation of the Early Warning System for 4-years.

Each school in the district has adopted attendance policies. If a student is enrolled with the Pueblo of Acoma the matter of attendance will be referred to the Acoma Department of Education. If a student is registered with the Pueblo of Laguna lives on the Laguna Reservation the matter will be referred to the Laguna Juvenile Probation Office, not the NM 13 Judicial Court.

Elementary students had a school social worker who tracked attendance/truancy in all 7 elementary schools and worked with counselors, administrators, parents, and students to help kids develop better attendance habits. Home visits were conducted, meetings were held, and attendance contracts were developed. This was the benchmark year, so we will see if overall attendance improves in the 19-20 school year

**Results:** The EWS program has been very successful and continues to improve the

attendance, behavior, and course performance of all students.

The Milan Elementary School works closely with families in improving attendance. The school has provided incentives for families and students to increase student attendance. According to data reported by the PED indicates that Milan Elementary School has the highest attendance rate in the district.

**Conclusion:** Los Alamitos Middle School and Milan Elementary continue to show an increase by using the Early Warning System and the incentives to families and students for good attendance.

**Action Plan:** The school district will continue to work and support the district school sites, Tribal Education Departments and Parents to identify strategies in address attendance issues specific to American Indian students.

The district schools will continue to support tribal leader advisement days at each of the school sites. These advisement days stress the importance of attendance and respect for teachers and peers. The Office of Indian Education will assist school sites in working with parents and teachers to decrease in disenrollment, the dropout rate, and truancy.

**Chart 11.**

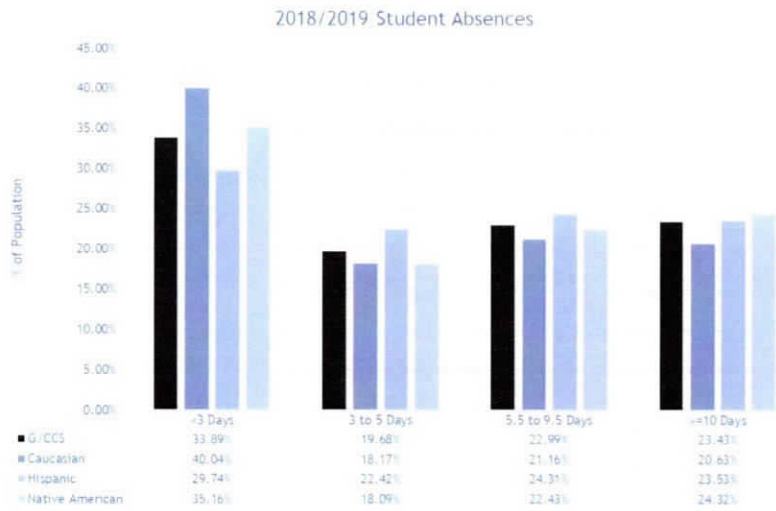


Chart includes all non-school related excused and unexcused absences according to NM PED expectations regarding Chronic Absenteeism.



**Chart 12.**

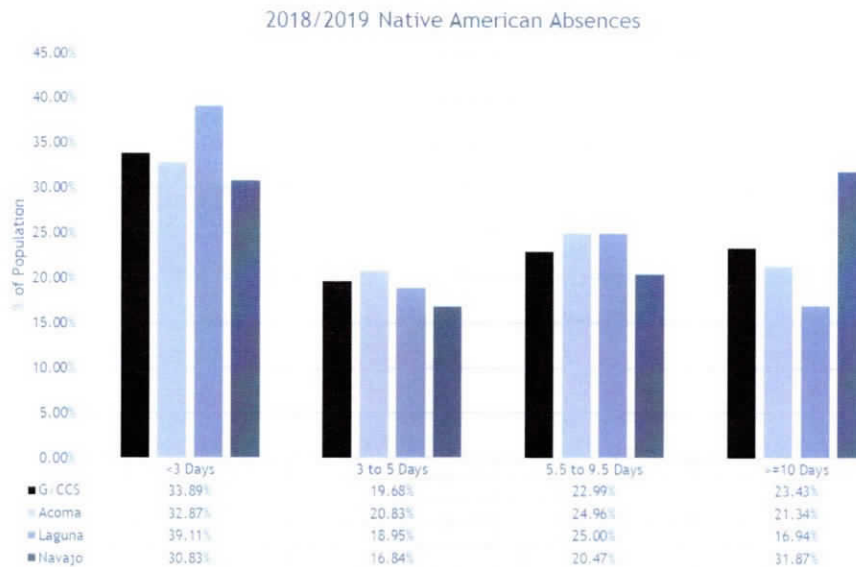


Chart includes all non-school related excused and unexcused absences according to NM PED expectations regarding Chronic Absenteeism.

## Parent and Community Involvement

**G/CCS Objective:** The parent and community objective is to ensure that parents, tribal departments of education, and community-based organizations work together to find ways to improve educational opportunities for American Indian students. This is done by encouraging and fostering parental and community involvement in public schools.

This objective aligns to districts strategic **Goal four**, engage our diverse families and communities in student success.

**Background:** The importance of parent involvement in education has been well documented as benefitting students, parents, teachers, and schools---whether the program is at a preschool, elementary, middle or high school levels. Studies have shown that when parents participate in their children’s education, the result is an increase in student academic achievement and an improvement in the student’s overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and

sustained achievement gains.”

**Methods:** The 3 most impactful programs for the 2018-2019 School Year included:

- The 5<sup>th</sup> Annual STE(A)M Conference, Discover your Genius, held at Mesa View Elementary School. The one-day conference focuses on indigenous and modern perspectives relating to Science, Technology, Engineering, Performing Arts and Mathematics.
- Cubero Elementary School organized a Pueblo cultural event called “Grab Day.” This event is very well attended and draws a large number of parents, teachers, and students who participate in the annual event.
- In the 2018-2018 SY, the district hosted monthly Indian Parent Advisory Committee meetings and regular meetings with Tribal leaders.

**Results:** Every year, the STEAM Conference is evaluated and receives “high ratings” by participants. However, the impact of the one-day conference and the Pueblo “Grab Day” is somewhat difficult to correlate as to whether or not these activities improved overall student outcomes (academic, wellness, behavior, etc.). The parents who regularly attend the parent’s meetings witness an increase in their student’s performance. Parent participation at meetings continue to see a decline, however, Office of Indian Education staff, parents and education leaders continue to provide strategies and recommendations to improve attendance and participation. One attribute to low attendance at meetings may be a lack of transportation. Multiple family members use one vehicle for work and school.

**Conclusion:** The aforementioned school activities continue to broaden the importance of culturally-relevant education. Therefore, students benefit by seeing that their cultural practices are valued in the school setting which could lead to improved student outcomes.

**Action Plan:** The district will continue to look at ways to encourage parental involvement. Based on the IPAC, Tribal and parent input the District will continue to explore various ways and approaches of increasing parent and community engagement.

## **Educational Programs Targeting Tribal Students**

**G/CCS Objective:** The objective is to recognize and support the unique cultural and educational needs of American Indian students enrolled in Grants Cibola County Schools.

**Background:** The Indian Education Act prioritizes support to meet the unique educational and culturally-relevant academic needs of American Indian and Native Alaskan students.

**Methods:** For the past four (4) years the school district has provided tutoring for students

attending Los Alamitos Middle School, Grants High School and Laguna Acoma Jr./Sr. High School. For two (2) years transportation has been provided for students from the Pueblo of Acoma, the Pueblo of Laguna and the Baca-Prewitt Chapter. According to signature lists over 300 students took advantage of the tutoring.

The district continues to offer Native Language and culture classes at Grants High School and Laguna Acoma Jr./Sr. High school. The classes offered are Acoma Keres and Navajo.

The Title VI, Indian Parent Advisory Committee (IPAC) organized the 5<sup>th</sup> Annual Native American Seniors Honors Night. The event is held to honor the contributions family members have made to the successful graduation of the American Indian High School Seniors.

Lastly, in May over 200 students and parents attended 6<sup>th</sup> Annual STE(A)M conference. The purpose of the conference is to broaden their knowledge in STE(A)M and introduce them to potential STE(A)M career paths.

**Results:** By participating in these activities and programs Native American students continue to show an interest in school as well as increased self-esteem and identity, better attendance, and a sense of belonging to the school's culture. Teacher and student comments express that these services are benefitting them and their Native American students.

Through the language and culture classes, students are being exposed to cultural values for example respect for one another, generosity, and perseverance.

**Conclusion:** The teachers and student have expressed that these programs have enhanced student academic achievement, improved attendance, self-esteem, and identity.

**Action Plan:** The district will continue to look at practical and innovative ways of expanding parental involvement. There have been discussions surrounding integrating student extra-curricular activities into increasing parent involvement. It is well known that parents participate when there are events where students are being honored for their academic achievement.

## Financial Reports

**G/CCS Objective:** The financial objective is the use of public school funds, to ensure that Grants Cibola County Schools provide adequate operational resources to provide and improve services to tribal and all students. In addition, these funds will meet the educational



needs and provide opportunities to tribal students attending district schools.

**Background:** The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s.

The 1974 New Mexico Legislature enacted the Public School Finance Act, which was designed to distribute operational funds to school districts objectively and in a non-categorical manner while providing for local school district autonomy. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities.

**Methods:** Attached is a summary of all of the district expenditures and revenue to show financial transparency in the ways the district uses State and Federal funds.

**Results:** These financial reports are reported to show the amounts of funds that are generated by American Indian Students and all students. These funds are used for salaries, cultural performances, assessment software, class supplies, publications, transportation to cultural events, school events and conferences, etc. This information is also shared with Tribal entities.

**Conclusion:** G/CCS continues to monitor expenditures and align funds to the education needs of our students, in consultation with Tribal Leadership, Tribal Education Departments and Tribal communities.

**Action Plan:** The district will continue to review expenditures with our stakeholders in order to provide financial transparency with the intent of continuing the public trust. The district continues to encourage tribal participation by requesting that they participate in the development of the district's yearly school budget. The district business office will continue to encourage tribal representation to serve on the budget committee.

Total Enrollment	3,533
American Indian enrollment percentage	46 percent

	Budget	Expenses
Total District Budget	\$64,374,730	\$43,738,835
Capital Outlay	\$13,520,943	\$1,438,835
Central Services	\$798,000	\$713,940
Community Services	0	0
Debt Service	\$4,348,487	\$4,076,626
Food Services	\$3,941,084	\$2,201,218

General Administration	\$1,258,054	\$1,226,293
Instruction	\$24,716,547	\$20,475,671
Instructional Support Services and Student Support Services	\$8,183,296	\$6,482,586
Operations and Maintenance	\$5,088,650	\$4,865,095
Other Support Services	\$280,264	\$149,319
Title VI, Indian Education	\$270,902	\$270,902
Student Transportation	\$1,015,107	\$1,015,107
Title VII, Impact Aid	\$1,224,298	\$1,072,296
NMPED-School District Initiative Grant	\$21,739.92	\$21,739.92
Amount Per Student	\$18,220.09	\$12,380.08

## Indian Policies and Procedures

**G/CCS Objective:** The objective of the Indian Policies and procedures (IPP) is to ensure that New Mexico and the Grants-Cibola County Schools provide adequate tribal consultations with regard to the basic support payment requirements under the six Federal Impact Aid regulations.

**Background:** The Impact Aid law requires that LEAs claiming children residing on Indian lands establish written policies and procedures to ensure they are in compliance with statutory and regulatory requirements relating to the Impact Aid Law. The New Mexico Indian Education Act requires that school districts obtain the signature of approval by New Mexico tribal governments of their designees residing within school district boundaries, verifying that New Mexico tribes agree to IPP pursuant to federal Title VII Impact Aid funding requirements. The IPPs must be approved by the school board and by the local tribe/pueblos leaders. The school district must submit a copy of the IPP with its annual application for Impact Aid funding. The approved IPPs should be regularly reviewed and modified as appropriate. LEAs must also maintain records that demonstrate compliance with the IPP and make those records available for Impact Aid program staff to review.

**Methods:** The district and the Tribes have established an advisory committee called the Team IPP. This advisory committee assisted the district in the development and monitoring of the Indian Policies and Procedures. The advisory committee members consist of district administrative staff and tribal representatives from the Pueblo of Acoma, the Pueblo of Laguna and the Baca-Prewitt Chapter. The school district held 2 public hearings before the application was submitted on January 2019. Information is also shared throughout the school year and at various parent meetings. In the 2018-2019 School Year the district and the tribe/pueblo had thirteen (13) IPP meetings, nine (9) Indian Parent Advisory Committee Meetings, and four (4) consultation meetings. *A copy of the IPP is attached.*

**Results:** This year the Department of Dine' Education of the Navajo Nation and the Pueblo of Laguna signed off on the Indian Policies and Procedures. For the past 3 years, the three tribe/pueblos signed the IPP. The school district did not obtain a signature from the Governor of Acoma by the submittal deadline.

**Conclusion:** The school district and tribal entities will continue to advocate and work together in addressing the educational needs of the American Indian students and how the use of Impact Aid funds to mitigates these identified issues.

**Action Plan:** The District and Tribal representatives will work collaboratively in modifying the Indian Policies and Procedures for the SY 2019-2020 SY. Consideration will be made to establish a Memorandum of Agreement (MOA) with the tribal entities to ensure meaningful IPP consultations occur throughout the school year.

### School District Initiatives

**G/CCS Objective:** The objective of this initiative is to ensure that district schools provide their district office with the programs and strategies they are employing to increase attendance and decrease the number of student dropouts of American Indian students

**Background:** The State of New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping resources required to keep students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an "at-risk" factor in the state's funding formula to assist in addressing this issue. The assurance of collaboration and engagement from educational systems and pueblo/tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students' success in school.

**Methods:** For the past 4 years, Los Alamos Middle School has been a pilot program for the State of New Mexico in the implementation of the Early Warning System (EWS). The school works collaboratively with the NMPED and the Indian Education Department (NMPED/IED), John Hopkins University, High Plains Regional Education Cooperative to institute a program that identifies students who are beginning to fall off-track for high school graduation. The indicators used by Early Warning Systems are: "A" Attendance, "B" Behavior and "C" Course Performance (grades).

District administrators met with Pueblo of Laguna village leaders and Pueblo of Laguna

Probation Office to discuss a Restorative Justice Model, often referred to as the Alternative Dispute Resolution (ADR) for Laguna Acoma Jr./Sr. High School. The main intent of the two models is to keep students in school by using traditional Pueblo practices and approaches to modifying positive behavior by engagement in village activities and functions.

**Results:** Through the initial analysis of the data, indicators reveal that these initiatives have contributed to a slight increase in the graduation rate and lowering of the drop-out rate. EWS will focus on the transition from 6th-7th grade and from 8th to 9th grade. The Restorative Justice Model and the ADR have yet to be fully implemented. The school district will expand EWS to the following schools: Bluewater Elementary School, San Rafael Elementary School, Mt. Taylor Elementary School, and Mesa View Elementary School.

**Conclusion:** The district will work collaboratively with parents/tribes/pueblos in sharing information regarding the benefits and implementation of the EWS system and ADR. The school district and the Pueblo of Acoma have an MOA in addressing attendance and truancy.

**Action Plan:** The district will continue to share information and seek input from parents and Tribal Leaders to discuss the root causes of students missing and dropping out of school. Again, the district will be exploring the alternative dispute model as a prevention and intervention models to address a student's academic and/or behavioral concerns. The Restorative Justice Model and the ADR have yet to be fully implemented.

## Variable School Calendar

**G/CCS Objective:** The variable school calendar objective is to ensure that the school district collaborates with Tribal governments to identify the important cultural events in their communities. By using variable school calendars, schools directly address their American Indian students' cultural and family responsibilities and enhance these students' ability to regularly attend their school.

**Background:** New Mexico has some of North America's most ancient and diverse indigenous cultures in the United States. American Indian education in the State represents rich cultural traditions and diverse educational practices used through different protocols and approaches. Thirty-five thousand American Indian students attend 185 public and charter schools in New Mexico and represent tribes, pueblos and other tribes from throughout the United States. The Grants-Cibola County School District's Native American student population is at 46 percent.

**Methods:** The calendar committee is made up of district employees, administrators, and



tribal representatives. The committee convenes in February to discuss the calendar for the upcoming school year. Historically, in 2004, a MOA was signed between the G/CCS Board of Education, The Laguna Department of Education, Sky City Community School (Haakú Community Academy) and the Pueblo of Acoma Commission on Education (predecessor to the Acoma Department of Education) and San Joseph Mission School board to adopt a common school year calendar. Embedded in the school calendar are the following cultural events: Pueblo of Acoma, San Esteban Feast Day on September 2nd and Pueblo of Laguna, St. Joseph Feast Day on September 19th. If these events happen during the weekday students are given the day off known as a "cultural day" as is approved in the school board's calendar.

**Results:** The district works with the Tribal leaders by allowing students to participate in these feast day events. According to State guidelines on attendance, a student must be in school for 180 instructional days. The two cultural days aforementioned are incorporated into the yearly calendar on an annual basis to meet State attendance guidelines.

**Conclusion:** Accordingly, the district calendar allows American Indian students to participate in traditional activities and allows all non-Indian students to witness the diversity of cultures in the school district.

**Action Plan:** As mentioned previously, the school calendar committee meets in February and embedded in the calendar are the feast days of the two pueblos. A cultural day for the Navajo students has yet to be determined.

## School District Consultations

**G/CCS Objective:** The School district consultations ensure that the district provides a means of developing a mutual understanding of educational programs and to work with Tribal representatives and leaders in identifying ways to improve educational opportunities for all American Indian students.

**Background:** Districts that claim federally identified American Indian students residing on Indian lands for Title VII Impact Aid funding shall develop and implement policies and procedures (IPP) in consultation with tribal officials and parents. In addition, the New Mexico Indian Education Act asserts that parent(s); families; tribal departments of education; community-based organizations; the Public Education Department; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for all American Indian students.

**Methods:** The district holds monthly parent advisory committee meetings and TIPP meetings throughout the year. The district's administration also holds meetings with the Pueblo of Laguna leadership and the Pueblo of Acoma's leadership and the Acoma Board of Education and the Department of Diné Education that serves the Navajo Nation. The school site principals also provide presentations during the school year on current data relating to their school's academic performance, i.e. graduation rate, truancy, dropout rate, etc.

**Results:** Through these collaborative efforts G/CCS has been asked to make presentations to school districts and educational leaders at national and local conferences as to ways for improving collaboration and communication between the school district and the Tribal entities. It has also improved trust in partnership and respect between the district and the tribe/pueblos.

**Conclusion:** The Grants Cibola County Schools will continue to strive in engaging different stakeholders in broadening their knowledge of the importance of community and parental involvement with the schools and how this engagement benefits not only their families but the schools as well. Again, the school district will continue to build upon the legacy of strong partnerships between the district and the Tribal entities.

**Action Plan:** With the approval of a data-sharing agreement between the district and the tribes/pueblos dissemination of vital education data can be utilized to drive decision making pertinent to recommendations meant to improve academic achievement. The district with help from stakeholders, including tribal leaders and parents will continue to develop strategies in ways of improving academic achievement for all American Indian students. Moreover, the district will continue to strive to be inclusive and respectful of parental and Tribal input in all aspects of the education process and practices.

## **Indigenous Research, Evaluation, and Curriculum**

**G/CCS Objective:** The research objective ensures that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in native languages, culture, and history designed for tribal and non-tribal students as approved by New Mexico tribes.

**Background:** Indian Education has been working to strengthen the field of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors, and others who are working within Indian Education has been to improve education for our American Indian students enrolled in all schools. The Indigenous research methodologies differ from the Western educational

approaches. In Western academic models, the research project and data are separated from the researcher, who is merely an onlooker. Though the data collected by Indigenous research methodologies can be analyzed quantitatively as well as qualitatively, just like data collected by Western research methods, the acknowledged relationship between researcher and data naturally challenges Western research paradigms. Indigenous research methodologies are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples.”

**Methods:** The district’s Director of Instruction and the Office of Indian Education Coordinator have worked collaboratively with Indian Pueblo Cultural Center and the Pueblo of Acoma and the Pueblo of Laguna to introduce to the district teachers a Pueblo-Based Educational Curriculum titled: *Indigenous Wisdom, Centuries of Pueblo Impact in New Mexico* as a supplemental curriculum. The Pueblo of Laguna and the Pueblo of Acoma have approved this curriculum and was approved by the School Board to be taught in the classroom. The K-12 curriculum provides unit plans on the complex political, social, cultural, and economic history of the Pueblo Indian Nations of New Mexico, between 1912-2012. In addition, the Coordinator of the Office of Indian Education has participated in meetings to assist in the development of a Native American curriculum, *Indigenous New Mexico*, to be offered in New Mexico public schools state-wide. Moreover, the school district also continues to work with the Office of Dine Standards, Curriculum, and Assessment. The Navajo Language and Culture instructor uses the 9th-12th Grade Dine Character Building Standards and the Dine Culture-Based Curriculum.

The Office of Indian Education Coordinator will continue to work at broadening the awareness of teachers and site principals that this curriculum is available. It will be recommended to be embedded into their instruction throughout the school year with the assistance of the Director of Instruction and Federal programs. An effort will be made to seek out ways of providing teacher professional development that focuses on teaching indigenous knowledge, models, methods, and content within a formal and non-formal education setting.

**Results:** The Pueblo-based and the Navajo Language and Culture-based curriculum will provide teachers a resource that enhances Pueblo and Navajo student self-esteem and identity in a school setting.

**Conclusion:** The Office of Indian education will continue to participate in the development and implementation of culturally-relevant curriculum and the gathering and dissemination of educational resources that District teachers can use in the classroom.

**Action Plan:** The district will continue to encourage and support teachers in using the Native

American curriculum in the classroom. OIE will continue to serve as a central clearinghouse for information and resources pertaining to culturally-relevant curricula.

**INDIAN POLICIES AND PROCEDURES**  
**FY 2020**  
**Grants/Cibola County School District**

The Grants Cibola County Schools (“District”), as part of the requirements for the receipt of Federal Impact Aid funds, adopts this set of Indian Policies and Procedures (“IPP”) to fulfill the commitments stated below and to establish a process of consultation and involvement with tribes and parents of Indian students with the ultimate goal of improving student scholastic performance. The process shall be facilitated by the six policies and related procedures set forth below.

**Elementary and Secondary Education Act (ESEA), Every Students Succeeds Act (ESSA)**  
**TITLE VII – IMPACT AID**

Impact Aid provides funds to school districts, in place of property taxes not received from federal lands. Most Impact Aid funds, except for the additional payments for children with disabilities and construction payments, are considered general aid to the recipient school districts; these districts may use the funds in whatever manner they choose in accordance with their local and State requirements.

Most Local Education Agencies (LEAs) use these funds for a wide variety of expenses, including the salaries of teachers and teacher aides; purchasing textbooks, computers, and other equipment; after-school programs and remedial tutoring; advanced placement classes; and special enrichment programs. Payments for Children with Disabilities must be used for the extra costs of educating these children.

The LEA may use the funds for other purposes such as capital expenditures. Some Impact Aid funds must be used for specific purposes. All payments are distributed directly to the bank accounts of school districts.

**DEFINITIONS**

**Equal Access:** It is the intent of the District that all Native American or Indian children (“Indian”) attending the District shall have equal and equitable access to all programs, services, and activities offered. It is the intent of the District to fully comply with all requirements of the policies and procedures relating to children residing on Indian lands [20 U.S.C. 7704], and the New Mexico Indian Education Act, [22-23A-1 to 22-23A-3 NMSA 1978]. However, nothing herein is intended to and shall not conflict or violate the Family Educational Rights and Privacy Act (FERPA) [(20 U.S.C. § 1232 (g); 34 CFR Part 99)].



**Local Education Agency (LEA):** In general, the term “local educational agency” means “a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools as defined in 20 U.S.C §7801 (30)(A).

**Parties:** The parties to this IPP are the parents/guardians and extended family members of Indian students enrolled in the District, tribal officials (or designees) of Acoma Pueblo, Baca-Prewitt Chapter, Laguna Pueblo and District representatives.

**Team IPP (TIPP):** Parent, Tribal and District members will comprise the TIPP to implement the IPP during the year:

Acoma Pueblo parents, 2 members	Baca-Prewitt Chapter, 2 members
Baca-Prewitt Chapter parents, 2 members	Laguna Pueblo, 2 members
Laguna Pueblo parents, 2 members	District, 2 members
Acoma Pueblo, 2 members	1 non-voting GCCS Board Liaison

TIPP’s task is to ensure that meaningful interaction, discussion, and partnership occur in the implementation of the IPP. The statutory role provided by Title VIII is not replaced by TIPP; parents, tribes and the District will continue to fulfill their roles as stipulated in Title VII guidelines.

**Year-long Implementation Schedule:** The District and the TIPP will submit to the GCCS Board a year-long plan of action that schedules all activities, reports, and documents described in the IPP.

**Progress Reports:** Monthly progress reports will be provided to the tribes and the GCCS Board as part of the reporting of the actions of TIPP meetings.

**IPP Data Set (Appendix A):** The IPP Data Set describes the critical data involving equal participation and access and other indicators of performance and student behavior. The IPP helps determine if Indian students are participating equally and if Indian students are making adequate achievement. This information shall be a part of the District’s improvement plans; the District, schools, and TIPP will receive the same data for the purposes of systematically and uniformly modifying programs and activities to achieve equal participation and improve achievement. Indian student information is to be disaggregated at least by District-wide, school, ELL, SWD, and other factors as appropriate and feasible. The TIPP may revise the IPP Data Set by adding, deleting or clarify definitions as appropriate.

**Meetings:** Meetings will be held so that parents and tribes can provide comments, concerns, and recommendations, on how student performance can be improved. The TIPP will organize meetings ensuring the frequency, dates, times, and locations of all meetings are made public. Notices of meetings will be posted in the District's Office of Indian Education and will be sent to area tribes for posting.

**Information Sharing:** The following materials will be disseminated to tribes and parents who request the same in writing.

- a. The District strategic plan and school EPSS that document needs, goals, strategies, and outcomes related to Indian student performance;
- b. State and federal reports which document Indian student needs and performance outcomes;
- c. All Title Programs; Emphasis on Title VII Impact Aid Application for funds;
- d. Any evaluations of those programs in which Indian children are participating;
- e. The District Indian Education Status Report on growth, disaggregated by school, ethnicity, tribe, SWD, ELL with written explanations of the results shown by the data.

**Policy I:** The Grants Cibola County School District will disseminate relevant applications, evaluations, program plans and information related to the District's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations [34 CFR 222.94 (b)(1)]

**Procedures (January Timeframe):**

1. The District, tribes and members of the IPAC shall identify their representatives to the TIPP.
2. The prior year TIPP shall provide an orientation to any new members of the TIPP including a review of the current IPP, NM Public Education Department and Indian Education Division Strategic Plan(s), District Strategic Plan, school site Education Plan for Student Success (EPSS) or Data, Accountability, Sustainability, High Achievement, Data, Accountability, Sustainability and High Achievement (DASH) plan(s), from the previous school year.
3. The prior year TIPP shall provide a review of the IPP Data Set to the TIPP which was used to monitor student performance relative to prior year goals and how they reflect the current school year:
4. Using current data, the TIPP will assess the extent to which Indian students participate on an equal basis with non-Indian children served by the District and be prepared to share their input at the next TIPP meeting. The TIPP will accomplish this through meetings and other information sharing methods as they determine appropriate.

5. The District Administrator/designee will, as soon as reasonably possible after such information becomes available, but not later than one week in advance of any meeting, mail to Indian parents and Tribal officials a copy of the following documents:
  - Impact Aid FY annual application;
  - Plans for education programs the District intends to initiate or eliminate.
  - Budget Process and Committee dates released to Tribal agencies
6. The location, date and time of meetings, Public Hearings, or as described above shall be posted in the same manner as a legally posted Board meeting.
7. Minutes from the TIPP meetings will be available upon written request from the Office of Indian Education in the Grants Cibola County School District

**Policy II: The Grants Cibola County School District will provide an opportunity for tribes and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the District's education programs and activities. [34 CFR 222.94(a)(2)] As part of this requirement, the District will:**

- (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.**

#### **Procedures**

1. The District will modify programs and allocate resources in consultation with tribes and parents. A timeline for design and implementation will be provided.
2. The District will implement the new/revised educational program according to the timeline and provide progress reports to the TIPP on a scheduled basis.
3. These monthly reports will include a report of program information emphasizing the data set of the IPP.
4. Information will be included in student handbooks regarding opportunities to provide input to the District.
5. The District and TIPP representatives will schedule meetings with the Pueblo of Acoma, Pueblo of Laguna and the Navajo Nation to discuss topics related to educational need, access and program development.

**Policy III: The Grants Cibola County School District 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. [34 CFR 222.94(b)(3)] As part of this requirement, the District will:**

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

### **Procedures**

1. The TIPP will gather the input of parents relating to the view of equal participation, how it can be meaningfully measured, and how services are being provided to children in the school District.
2. The TIPP will obtain information from the school improvement initiatives (e.g, Data, Accountability, Sustainability and High Achievement (DASH) and Response Driven Accountability (RDA)) process to develop suggested modifications to the District’s educational program.
3. The TIPP will develop proposed changes to the District’s educational related to:
  - a. A modification of existing programs, activities and tasks,
  - b. Alternative teaching approaches to include culturally-relevant approaches,
  - c. A new IPP Data Set which will be used to monitor progress at achieving the new/revised IPP Goals,
  - d. List of recommended “Talking Points” for budget process with board, state, and federal representatives,
  - e. TIPP By-Laws to govern consultation, data review, and IPP recommendations.
4. New/revised IPP will be finalized and approved by the TIPP who will seek parent, tribal and District Superintendent approval as appropriate.
5. The TIPP will present the new/revised IPP to the District School Board for their approval. As potential changes and/or new approaches to achieve policies are identified throughout the school year, these will be presented to the District Superintendent and Board.
6. The Grants Cibola County School District will take the following measures to 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.
  - a. The Grants Cibola County School District will monitor Indian student participation in all academic and co-curricular activities.
  - b. School 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. The Grants Cibola County School District will share its assessment of district funding, Indian student participation, related academic achievements and other related data. This information will be shared with

the parents of Indian children and tribal officials by (mail, email, posting at tribal offices, etc.) Parents of Indian children, tribal officials and other interested parties may express their views on participation through direct communication with the school district, at any school board meeting or to the TIPP.

- d. Copies of annual reports will be made available to tribal officials, parents, and community members in print and electronic formats upon approval and presentation to the GCCS Board of Education.
- e. During the public hearings in (November and March, or as outlined in T-IPP By-Laws), the school district will gather information relating to Indian children's participation in the LEA's education programs and activities. This information will also be made available to the parents of Indian children, tribal officials and the TIPP via email and posting at tribal offices.

**Policy IV: Modify the IPPs if necessary, based upon the results of any assessment or input described [34 CFR 222.94(b)(4)].**

**Procedures:**

1. Every other year, the TIPP will convene hearings and other local meeting(s) to review the current IPP, the IPP Work Cycle, and evaluate the relevance the IPP has to the District Strategic Plan, school site EPSS plans.
2. With parent and tribal input, the TIPP will update the IPP to assure the policy is providing effective guidance at positively influencing student performance.
3. Drafts of a new IPP that contains language which the parents, tribes and District representatives may agree upon will be formulated and forwarded to each party of the TIPP to follow their specific means and methods for final approval.
4. While tribal signatures are not required for the Title VII application, the District will collaborate and make a good faith effort to obtain tribal signature. This will validate implementation of the IPP. The district will provide proposed revisions to the IPP by November 1st.
5. Parents and tribal officials will be notified of any modifications to the IPP through public announcement and direct communication with the tribes. If the District Board denies any proposed modification to the IPP, the reasons shall be provided in writing.
6. The TIPP will annually review the components of the Indian Policies and Procedures to ensure that they meet federal regulatory and statutory requirements.



7. The Grants Cibola County School District will hold a Board meeting to modify policies and procedures, if the TIPP indicates such modification is necessary.
8. The Grants Cibola County School District will notify parents of Indian children, tribal officials and the general public of any changes to the Indian Policies and Procedures by District website, email and posting at tribal offices.

**Policy V: The Grants Cibola County School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribes and parents of Indian children prior to the submission of the IPPs by the LEA. [34 CFR 222.94(b)(5)]**

**Procedures**

1. The TIPP will continually gather, review and analyze IPP Data Set information to determine the effective implementation and how the revised educational program is affecting student performance.
2. The District Office of Indian Education and the TIPP will organize public hearings and other local meetings to present a conclusive report of how the revised educational program has affected student performance.
3. At these meetings, the TIPP will gather student and parent views on how the educational programs are the needs of Indian children.
4. Note: These procedures will not prevent parents or tribal officials from conveying their views directly to the District through District Board meetings and/or tribal council/chapter venues.

The Grants Cibola County School District will at least annually respond in writing to comments and recommendations made by the TIPP, tribal officials, or parents of Indian children, and disseminate the responses to all parties by district website, email, and posting at tribal offices prior to the submission of the IPPs by the District.

**Policy VI: The Grants Cibola County School District will provide a copy of the IPPs annually to the affected tribe or tribes. [34 CFR 222.94 (b)(6)].**

**Procedures:**

1. The TIPP will convene meeting(s) with parents and tribes to share initial student and parent reviews and feedback of how the revised/new educational program is affecting student performance.
2. The District Office of Indian Education will develop and provide the District Superintendent a report on the modifications which the District has agreed to and submit that list to the TIPP and the respective tribal officials.

- 3. The Grants Cibola County School District will annually provide a copy of the current Indian Policies and Procedures to the tribe by email correspondence.

APPROVED BY THE GRANTS/CIBOLA COUNTY SCHOOL BOARD OF EDUCATION

Approved on, January \_\_\_\_ , 2019

BY:

\_\_\_\_\_  
 President Dr. Guy Archambeau  
 Grants/Cibola County Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
 Board Secretary, Emily E. Hunt-Dailey  
 Grants/Cibola County Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
 Superintendent, Grants Cibola County Schools

\_\_\_\_\_  
Date

Concur:

\_\_\_\_\_  
 Governor, Pueblo of Acoma

\_\_\_\_\_  
Date

\_\_\_\_\_  
 Governor, Pueblo of Laguna

\_\_\_\_\_  
Date

\_\_\_\_\_  
 Superintendent, Department of Dineh Education

\_\_\_\_\_  
Date

## Appendix A

### IPP Data Sets

The IPP information (data) should show if the Indian students are participating equally and are making adequate achievement on a longitudinal basis for key Native subgroups (ELL, SWD). All data reports will be reviewed and approved by District Administration prior to dissemination. Written and oral reports of key findings will be submitted to the GCCS School Board. The list below is subject to revision by the District in consultation with tribal officials and parents.

### Data Topics of the New Mexico Indian Education Act

- A. Student Achievement (NMIEA): District performance data (formative/summative) that shows levels of achievement in academic core, content areas, fine arts, etc. Other measures that schools use to show progress will be included as appropriate.
- B. School Safety (NMIEA). Classroom School safety as measured by changes in discipline incidences, truancy, and high absenteeism will help to determine if student's behaviors support student achievement.
- C. Graduation Rate (NMIEA). Graduation rate as measured by four year cohort graduation rates for ELs, SWDs. Percent of students
- D. Attendance (NMIEA). School attendance as measured by decreased percent of absenteeism greater than 10 days, reduced student dropouts, etc.
- E. Parent and community involvement (NMIEA). Measured by reports documenting involvement by parents of Indian children in conferencing, EPSS meetings, and other District or site parent meetings. Completions of parent involvement surveys (Local and state surveys)
- F. Educational program (NMIEA). Measured by the percent of students participating in regular or supplemental/intervention programs during or after school and evidence of equal participation.
- G. District Financial reports (NMIEA). Measuring the allocation of funds for regular and special programs in which Indian students can equally participate.

### District Developed Data Topics

- A. Student Equal Participation. District data will be collected to measure if Indian students are participating equally with non-Indian children in its educational programs and activities (educational and extracurricular) including regular and after school programs.
- B. Classroom Grades. Classroom Academic Performance (Reading, Math, Language) using final grades/GPA with emphasis on ELA, SWD; Identify groups of Native students who earn Above average GPA, Average GPA, and Below average GPA.
- C. English Language Proficiency. Determine change in percent of tested (ACCESS) students who perform at each of the four ELD levels (1, 2, 3, 4, and 5/6) from year to year. Determine percent of ELs who are tested and exit EL status. Report on exited ELs PARCC performance. Determine percent of ELs who are also Students with Disabilities. Compare Native EL test performances with Native NON-EL test performances.
- D. Students With Disabilities. Compare SWD with academic and test performances to determine if there is an equitable percent who are succeeding.
- E. Promotion/Retention: Percent who are promoted as compared to retention.
- F. Native Cultural and Language Curriculum. Report on the inclusion of Native culture, language, history, government, fine arts, etc., into the District curriculum
- G. College and Career Readiness. Percent of eligible Indian student participation in at least one college or career readiness programs: College entrance assessments, Advanced/Dual Credit, etc.; Industry certification. Percent of eligible Indian students increasing in readiness activities increasing over multiple years.
- H. Postsecondary Education. Enrollment and rates of completion at two year, four year, and other training programs. Tribes will work with the District in developing an optimal method of collecting this data through District or tribal resources.
- I. Scholarships. Percent of Indian graduates receiving local and non-local scholarships, by High School, as compared to other ethnicities.
- J. Tribal Involvement. District's consultations with District advisory committees, school-site parent advisory councils and tribal, municipal and Indian organizations.

**Team Indian Policy & Procedure (TIPP) Developed Data Topics**

- A. Attendance
- B. Truancy

- C. Academic Achievement
- D. College & Career Readiness
- E. Equal Access to All Programs and Activities