

GALLUP-McKINLEY
COUNTY SCHOOLS

TRIBAL
EDUCATION
STATUS
REPORT

SY 2019-2020





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INTRODUCTION

The New Mexico Indian Education Act requires each school district with tribal lands located within its boundaries to provide an annual district-wide 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 Drop-outs 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

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

Due to the COVID-19 outbreak, all GMCS schools closed on March 13, 2020 and stayed closed for the remainder of the school year. Because of the school closure, there are no recent data for student achievement and attendance. Instead of reporting recent data, there will be longitudinal data provided that covers prior years. The data that is used in this report is taken from data within the district and the NM-STARS system which houses data from school districts.





STUDENT DEMOGRAPHICS

The following tables show GMCS total student enrollment as the end of the school year ending in May, 2020. There were 8,858 American Indian/Alaskan Native students enrolled which is 79.96% of the total population of 11,078 students for school year 2019-2020.

DISTRICT ENROLLMENT

	American Indian/ Alaskan Native	Asian	Black	Caucasian	Hispanic	Native Hawaiian or Other Pacific Islander	Two or More	Grand Total
Elementary Schools	3,883	50	10	237	598	18	62	4,857
Middle Schools	1,964	30	*	93	324	*	37	2,462
High Schools	3,011	45	10	152	497	*	38	3,759
District Total	8,858	125	26	482	1,419	32	137	11,078

Less than 10 students is denoted with a *

ELEMENTARY SCHOOL ENROLLMENT

	American Indian/ Alaskan Native	Asian	Black	Caucasian	Hispanic	Native Hawaiian or Other Pacific Islander	Two or More	Grand Total
Catherine A. Miller	300		*		*		*	308
Chee Dodge	246				*		*	255
Crownpoint	314			*	*	*	*	325
David Skeet	170			*	*			175
Del Norte	330	*		*	130	*	*	473
Indian Hills	188	*	*	30	49	*	*	279
Jefferson	339	*	*	29	127	*	*	512
Lincoln	183	*		14	106		*	315
Navajo	266	*			*	*	*	285
Ramah	151			33	*		*	192
Red Rock	136	15	*	87	42		*	289
Stagecoach	258	*	*	*	57		*	326
Thoreau	275	*		*	14	*	*	305
Tohatchi	203	*	*	*		*	*	213
Turpen	332	*		21	42	*	*	407
Twin Lakes	192	*			*		*	198
ELEMENTARY	3,883	50	10	237	598	18	62	4,857

Less than 10 students is denoted with a *



Gallup – McKinley County Schools Tribal Education Status Report for School Year 2019-2020

MIDDLE SCHOOL ENROLLMENT	American Indian/ Alaskan Native	Asian	Black	Caucasian	Hispanic	Native Hawaiian or Other Pacific Islander	Two or More	Grand Total
Chief Manuelito	485	*	*	*	94	*	10	604
Crownpoint	169	*			*	*		173
Gallup	248	11	*	52	107	*	*	427
John F. Kennedy	504	*		30	107	*	13	665
Navajo	129	*			*	*	*	136
Thoreau	216	*		*	11	*	*	234
Tohatchi	213	*	*	*	*		*	223
MIDDLE TOTAL	1,964	30	*	93	324	*	37	2,462

Less than 10 students is denoted with a *

HIGH SCHOOL ENROLLMENT	American Indian/ Alaskan Native	Asian	Black	Caucasian	Hispanic	Native Hawaiian or Other Pacific Islander	Two or More	Grand Total
Crownpoint	293	*		*	*			301
Gallup Central	157		*	*	20			180
Gallup	729	*	*	28	144	*	*	923
Miyamura	814	28	*	80	313	*	12	1,252
Navajo Pine	148		*		*		*	153
Ramah	148	*	*	32	*		*	195
Thoreau	359	*		*	11		*	385
Tohatchi	297	*	*	*	*		*	303
Tse 'Yi 'Gai	66				*			67
HIGH TOTAL	3,011	45	10	152	497		38	3,759

Less than 10 students is denoted with a *

Number of American Indian Students Enrolled on 120-Day Count

Tribe	Students	Tribe	Students	Tribe	Students
Acoma	*	Laguna	*	Pojoaque	*
Isleta	*	Mescalero Apache	*	Taos	*
Jemez	*	Nambe	*	Tesuque	*
Jicarilla Apache	*	Navajo	8,948	Zuni	251
Kewa	*	Picuris	*	Other	104
Total Number of American Indian Students			9337		

Less than 10 students is denoted with a *



DISTRICT ASSESSMENTS FOR SCHOOL YEAR 2018-2019

In mid-March, 2020, all New Mexico schools were closed due to the Coronavirus-19. Since all summative assessments were scheduled in April/Mary, those assessments were not administered. Therefore, New Mexico Public Education Department, Indian Education Division, is requiring all districts to provide school year 2018-2019 assessment data.

The following tables document the 2018-2019 assessments that GMCS students took. In that year, students took the Transition Assessment for Mathematics and English Language Arts to measure achievement from third grade to high school grades. The New Mexico Standards Based Assessment was administered to measure science achievement for only the fourth (4th) grade, seventh (7th) grade and juniors (11th).

ALL STUDENTS

All students	READING		MATH		SCIENCE	
	Number	% Proficient	Number	% Proficient	Number	% Proficient
All Students	10,109	31	7,557	17	3,068	20
American Indian Students	8,435	27	6,337	14	2,587	16

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

ECONOMICALLY DISADVANTAGED

Economically Disadvantaged	READING		MATH		SCIENCE	
	Number	% Proficient	Number	% Proficient	Number	% Proficient
Economically Disadvantaged	10,099	31	7,548	17	3,068	20
AI Economically Disadvantage	8,428	27	6,330	14	2,587	16
Not Economically Disadvantaged	10	30	*		*	
AI Not Economically Disadvantaged	*		*		*	

(* indicates less than ten students so results are masked)

The table above shows the assessments disaggregated by students who are and are not economically disadvantaged for both American Indian (AI) and all students.

AMERICAN INDIAN STUDENTS BY GENDER



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Gender	READING		MATH		SCIENCE	
	Number	% Proficient	Number	% Proficient	Number	% Proficient
American Indian Males	4,317	21	3,260	13	1,289	17
American Indian Females	4,118	33	3,077	14	1,298	15

The table above shows the assessment data disaggregated by gender, males and females, for American Indian students in the school district.

ENGLISH LANGUAGE LEARNERS

English Language Learners (EL)	READING		MATH		SCIENCE	
	Number	% Proficient	Number	% Proficient	Number	% Proficient
All EL Students	3,246	15	2,386	8	957	7
American Indian	3,008	14	2,213	6	883	6
Non-EL	6,863	38	5,171	21	2,111	26
American Indian not EL	5,427	34	4,124	17	1,704	21

The table above shows the assessment data for students identified as being an English Language Learner (EL). Students whose home or heritage language influence is not English and who are unable to speak, read, write and understand English at a level comparable to their grade-level English proficient speakers as determined by objective measures of proficiency is identified as an English learner.

STUDENTS WITH DISABILITIES

Students with Disabilities (SWD)	READING		MATH		SCIENCE	
	Number	% Proficient	Number	% Proficient	Number	% Proficient
American Indian	1,147	13	930	10	360	10
Non-American Indian	179	25	147	18	48	21
American Indian without Disabilities	7,288	29	5,407	14	2,227	17
Non-American Indian without Disabilities	1,495	52	1,073	37	433	42

The table above depicts assessment data for students with disabilities (SWD). There is an achievement gap between American Indian and Non-American Indian students.



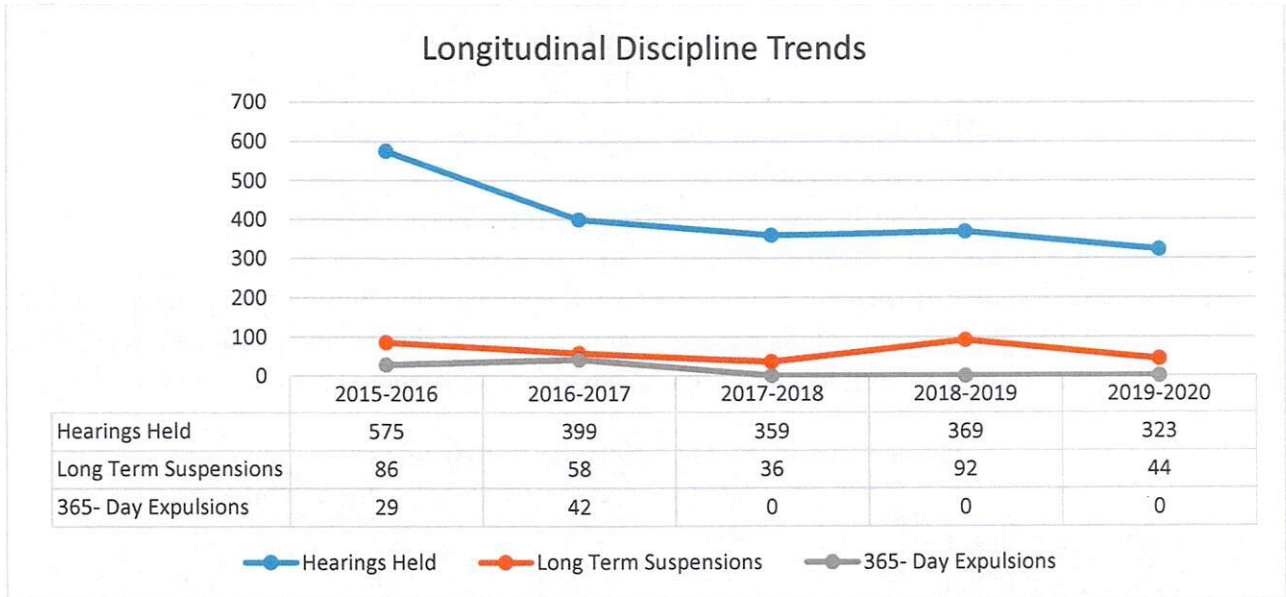
SCHOOL SAFETY

The goal of all New Mexico schools is for all students to attend safe, secure and peaceful schools. In GMCS, all schools have received training in Crisis Prevention Intervention (CPI) and have active school site teams in place. All schools have updated School Safety Plans and have received various training in relation to keeping students and staff safe. With the focus on prevention instead of intervention, schools have begun implementing positive behavior support programs.

The table below shows the number of disciplinary violations that resulted in disciplinary hearings each month. The table shows the primary reasons for disciplinary hearings was possession of and the use of intoxicating substances.

Detail	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total
Number of Hearings Held	43	32	59	42	27	46	57	17	NA	NA	323
Firearm											
Weapon Non-Firearm	*	*	*		*	*	*				14
Physical Attack Personnel	*					*					*
Physical Attack Student	*	*	*	*	*	*					16
Sexual Attack	*			*							*
Bullying	*		*		*		*				*
DDT	*		*								*
Gang Activity											
Fighting			*	*	*						*
Aggressive Confrontation					*			*			*
Abusive Language	*				*	*	*				*
Criminal Activity	*	*		*		*	*	*			14
Possession/Intoxicating Substance	25	23	27	16	*	21	23	*			151
Use/Intoxicating Substance	17	14	34	*	12	18	19	*			129
Distribution/Intoxicating Substance		*	*		*	*	*				*
Trafficking/Intoxicating Substance						*	*				*
Athletics Substance Abuse											
Tobacco							*				*
False Report			*								*
Electronic Device											
Multiple Misbehavior 5 per Semester or 7 per Year	*	*	*	11	*	11	*	*			46

Less than 10 students is denoted with a *



The table above shows the number of hearings, long term suspensions and expulsions have been decreasing since school year 2015-2016. The efforts of school personnel on prevention, instead of interventions, are making an impact on the number of students being suspended or expelled.





GRADUATION RATE

Four Year Graduation Rate

	2017-2018	2018-2019	Difference
All Students	73.1%	76.5%	3.4%
American Indian Students	71.9%	74.5%	2.6%

The chart above shows the percentage of students who graduated within four years upon enrollment at a high school within the school district in a two year period. The official graduation rate has not been calculated from New Mexico Public Education Department for school year ending May, 2020.

Graduation and High School Completers

	2016-2017	2017-2018	2018-2019	2019-2020
# Enrolled 12th Graders	906	863	825	871
# Graduated with Diploma	752	766	739	749
# Certification of Completion	*	*	*	12
# 12th Graders Retained	80	57	53	57
Graduates with IEPs	150	165	104	*

The chart above documents the number of high school students who graduated with a high school diploma, received a certificate of completion from school year 2016-2017 through the most current school year. The chart above also shows the number of students who were retained in a particular school year. Over the past four school years, the percentage of students who were retained has dropped by 2.3% from school year 2016-2017.





ATTENDANCE

In March 13, 2020, all GMCS schools were closed due to the COVID-19 outbreak. The attendance data listed shows the percentage of attendance up through March 13, 2019.

DISTRICT ATTENDANCE RATES

	Number of Students	% Present
Elementary	3,367	92.6
Middle	2,503	91.6
High	3,769	88.2

The table above shows the overall attendance data for GMCS. Up until the school closure in March, 2020, the elementary schools had the highest percentage of students who were attending school regularly with a 92.6%. The middle schools came in 1% lower than the elementary with a 91.6% while the lowest percent of students attending school was the high schools with 88.2%.

ELEMENTARY	Number of Students	% Present
Catherine A Miller	328	91.9
Chee Dodge	262	92.1
Crownpoint	345	91.3
David Skeet	213	93.4
Del Norte	540	93.7
Indian Hills	275	92.9
Jefferson	350	93.6
Lincoln	400	93.6
Navajo	306	93.5
Ramah	201	92.2
Red Rock	340	93.6
Rocky View	287	93.2
Stagecoach	300	91.6
Thoreau	326	91.1
Tobe Turpen	409	91
Tohatchi	241	93.1
Twin Lakes	207	92.3
Total Average	3,367	92.6



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The table above shows the data for elementary schools as a whole and by school sites. Del Norte Elementary had the highest attendance rate at 93.7%. The school with the lowest rate was at Tobe Turpen Elementary School with a 91%.

MIDDLE	Number of Students	% Present
Chief Manuelito	591	91.5
Crownpoint	170	91.2
Gallup	465	92.2
John F Kennedy	679	90.5
Navajo	134	90.4
Thoreau	254	92.8
Tohatchi	210	92.7
Total Average	2,503	91.6

The table above shows the attendance rate for all middle schools. The percentage of the middle school students attending regularly is the highest at Thoreau Middle School with a 92.8% and is the lowest at Navajo Middle School with a 90.4%

HIGH	Number of Students	% Present
Crownpoint	324	89.8
Gallup Central	239	76.5
Gallup	868	92.1
Miyamura	1,213	92
Navajo Pine	142	88.9
Ramah	184	90.7
Thoreau	395	86.8
Tohatchi	310	88.1
Tse'yi'gai	94	88.5
Total Average	3,769	88.2

The table above shows the attendance rate for the high schools. The attendance rate ranged with the highest at Gallup High School with a 92.1% and the lowest attendance rate at Gallup Central High School with a 76.5%.



PARENT AND COMMUNITY INVOLVEMENT

The parent and community objective is to ensure that parents, tribal departments of education, community-based organizations, urban American Indian community members, 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 the public schools.

COMMUNITY INVOLVEMENT

In GMCS, there is extensive information that was disseminated through media – newspapers, radio stations, district website, Instagram, Facebook and the district’s own You Tube channel. The following newspapers had various news articles and information posted on a regular basis: *Gallup Journey*, *Trade N Post News*, *Navajo Times* and *Gallup Sun*. The KGAK radio station, I Heart Media and Millennium Media also communicated events and interviewed district personnel. Publications and events were also distributed to all Navajo Nation chapters within the school district as well as to city and county government.

With the creation of the McKinley Academy, an early college high school program, there have been stronger partnerships with the University of New Mexico- Gallup and with Navajo Technical University in Crownpoint. The partnerships allowed high school students to accelerate their journey towards a college degree while still in high school.

The focus of the district’s college and career pathway program also have developed partnerships. The goal of the college and career pathway program from the elementary to the high schools is to connect student learning to their career goals and have the necessary foundation to pursue their career goals. Students have the opportunity to learn about careers, build workplace skills, and pursue a career pathway(s) before graduation. As a result of creating career pathways, there have been multiple partnerships established with local businesses, hospitals, and banking institutions.

All high schools have agreements in place for their dual credit programs. The colleges and universities include San Juan College, Navajo Technical University, New Mexico State University – Grants and University of New Mexico- Gallup. High school students may earn college and high school credits simultaneously in this program.





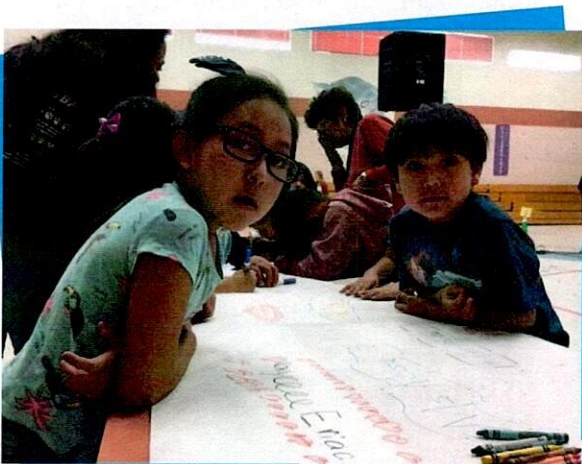
PARENT INVOLVEMENT

In all schools, there is a variety of methods of communicating with parents. Schools primarily use websites and phone calls for communication. The home school liaisons also help with distributing information to parents and chapter houses. There are also home visits completed by teachers, counselors and principals to students' homes. In addition, there are open houses and other family nights focusing on math, literacy and science throughout the school year. Academic and athletic recognition and pageants are also held in schools in addition to sporting events.

There are also two parent organizations that have membership elected by parents from each school site: the Advisory School Councils (ASC) and the District Parent Advisory Council (DPAC). The ASC have elected parents and community members serving in an advisory capacity to help schools. The ASC members have the opportunity to have a voice in site-based decisions and events. From each ASC, one is designated to represent the school at the District Parent Advisory Council. The DPAC advises the district on federal programs, the Indian Policies and Procedures, and grant applications.

This past year, the district hosted Navajo language sessions for parents and community to learn the Navajo language. The parents had opportunities to learn the language in real life situations while conversing as they performed tasks done at home such as cooking, sewing, and making aprons. Due to the school closures, there wasn't a heritage language festival for students.

All school sites were given fiscal allocations with total autonomy for increasing parental involvement and for celebrating cultural diversity. Parent involvement funds were used primarily for food and supplies for family, literacy and math nights to draw in more parents while others used their funds for their pageants. Schools honored the diversity of their students by hosting diversity nights celebrating the different backgrounds of their students and staff.





EDUCATIONAL PROGRAMS

The objective for tribal students' educational programs is to recognize and to support the unique cultural and educational needs of American Indian students enrolled in public schools. With the majority of students in GMCS identified as American Indians, all educational programs in GMCS is for all students without any focus on ethnicity. The district has three programs that specifically support the unique needs of American Indian students.

TITLE VI

From the United States Department of Education, Office of Indian Education Formula Grants (Title VI), the district received \$1,770,022 to use for native language instruction and to increase cultural identity and awareness. This funding supported the salaries and benefits of the Navajo and Zuni language and culture teachers in the district and three instructional coaches for the Navajo and Zuni teachers. The grant also funded professional development for the teachers, supplies and materials for all teachers, and the Star Lab. In addition, the grant supported additional compensation to teachers to work on refining the curriculum. The high school teachers worked on developing a curriculum for dual credit through Navajo Technical University so all students who will take the course next year can gain high school and college credit simultaneously.

NEW MEXICO BILINGUAL-MULTICULTURAL EDUCATION

The school district received \$767,354 for school year 2019-2020 from the New Mexico Public Education Department. The funds support the implementation of revitalizing native languages by supporting personnel salaries and benefits for several of the native language teachers. It also supported software for the Spanish bilingual seal assessment as well as travel for the program's participants and supplies and materials for teachers.

NEW MEXICO INDIAN EDUCATION GRANT

This school year, the Indian Education division of the New Mexico Public Education Department (NMPED) awarded the school district \$90,000. The initial goal of the grant was to support the home language evening sessions for parents to learn the Navajo or Zuni languages by paying for teacher stipends and for supplies/materials. In addition, the grant was to support travel within New Mexico for professional development of program staff. Due to school closures in middle March, the goal changed to purchasing hotspots for American Indian students.

The home language evening sessions began in January, 2020 in the elementary schools and ended in early March. The parents learned the heritage language along with their students as they learned to cook traditional foods, identify their clans and make an apron. The language they were learning integrated the vocabulary and verbs that students were learning in the classrooms.



GMCS FINANCIAL REPORT

The financial objective is, through the use of public school funds, to ensure that GMCS schools provide adequate operational resources to provide and improve services to American Indian students. These services will meet the educational needs and provide opportunities to American Indian students attending GMCS.

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.

DISTRICT OPERATING BUDGET REVENUE

FUNDING SOURCE	AMOUNT
11000 - Operational	\$ 117,814,966
12000- Teacherage	\$ 1,455
13000 - Transportation	\$ 5,879,128
14000 - Instructional Materials	\$ 24,743
21000 - Food Service	\$ 7,966,546
22000 - Athletics	\$ 332,592
23000 - Non-Budgeted Activity	\$ 394,992
24000	\$ 18,972,715
25000	\$ 12,740,130
27000	\$ 5,109,398
28000	\$ 437,685
31100 - Bond Building	\$ 5,755,039
31500 - Special Capital Outlay Federal	\$ 710,554
31700 - Capital Improvements SB-9	\$ 3,941,387
41000 - Debt Services	\$ 11,550,361

The table above depicts the revenue sources for the school district in school year 2019-2020.



DISTRICT BUDGETED EXPENDITURES

EXPENDITURES	AMOUNT
1000 - Instruction	\$ 90,254,442
2100 - Student Support Services	\$ 12,790,387
2200 - Instructional Support Services	\$ 4,580,530
2300 - General Administration	\$ 1,309,630
2400 - School Administration	\$ 8,883,134
2500 - Central Services	\$ 4,851,680
2600 - Operations and Maintenance	\$ 18,883,091
2700 - Student Transportation	\$ 11,511,295
2900 - Other Support Services	\$ 59,101
3100 - Food Services	\$ 7,589,033
3300 - Community Services	\$ 68,372
4000 - Capital Outlay	\$ 9,197,828
5000 - Debt Services	\$ 19,403,851

The table above documents the amount of funds expended for school year 2019-2020.

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 school year report.

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
11,078	8,858	\$191,943,746	\$1,770,022	\$1,529,874	\$0	\$90,000



FEDERAL INDIAN POLICIES AND PROCEDURES

The Indian Policies and Procedures (IPP) is a part of the annual process of the school district's Impact Aid application process that includes public hearings and tribal consultation meetings. The IPP ensures that there is maximum participation in the development, approval and implementation of the all educational programs that impact American Indian students. In addition, the IPP ensures that all American Indian students have an equal opportunity to participate in all educational programs and services. The attached document is the culminating document that demonstrates the commitment of GMCS towards American Indian students and their families and the partnership between the Navajo Nation and the Pueblo of Zuni. Formal consultation with tribal leaders from Navajo Nation and the Pueblo of Zuni is required for feedback and suggestions when renewing this document.



**Indian Policies and Procedures
Gallup-McKinley County Schools
2019-2020 School Year**

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

ATTESTATIONS

The Gallup-McKinley County Schools attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY 2021 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 2021 Impact Aid application.

INDIAN POLICIES AND PROCEDURES

Preferred Method of Communication:

Navajo Nation: Use of English and Navajo languages during meetings and written copies for meetings

Zuni Pueblo: Use of English language during meetings and written copies for meetings

Parents: Use of English and Navajo languages during public hearings and written summaries

POLICY 1:

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

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

Procedure 1.2: The completed applications, evaluations and programs planning will be made available to parents of Indian students, tribal officials, Advisory School Councils, Indian Education Committee and District Parent Advisory Committee. A summary of the evaluations and programs will be prepared and disseminated two weeks in advance of public hearings to be held annually 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 publically 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. In addition, representatives from the district will scheduled semi-annual meetings with the Indian Education Committee and the District Parent Advisory Committee to seek input. Finally, input from Navajo Nation and Zuni Pueblo leaders will be sought on a quarterly basis for 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, 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.

POLICY 2

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

Procedure 2.1: At regular school board meetings, a section of the time is set for comments from the public. This is a time for parents and community to offer comments and suggestions regarding programming for Indian students. In addition, annual public hearings are held in one of six GMCS regions on a rotating basis so each region will have opportunities for input. Based on preferred methods of communication, ideal date and items for meetings, as well as ways to maximize participation from parents of Indian children, the district will make modifications for communication with parents and community.

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

POLICY 3

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

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

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

- A. GMCS will assess the extent of Indian student participation in all academic and co-curricular activities on an annual basis.
- B. GMCS district officials will review school data to assess the extent of Indian children's participation in the district's educational programs on an equal basis.
- C. GMCS will share its assessment of district funding, Indian student participation, related academic achievements and other related data with the parents of Indian children and tribal officials by distributing written summaries to students to take home, posting at local Navajo chapter houses and district website, mailing of documents to tribal officials and distribution during all public hearings and quarterly tribal consultation meetings. The summaries will be distributed two weeks prior to the scheduled public hearings and tribal consultation meetings.
- D. Parents of Indian children, tribal officials and other interested parties may express their views on participation through direct communication with the GMCS, at any school board meeting, at any public hearing or tribal consultation meetings. Data will be utilized to develop appropriate supports for various programs.
- E. Copies of annual reports will be provided to tribal officials on an annual basis.

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

POLICY 4

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

Procedure 4.1: GMCS will establish a committee of one Indian parental representative from the District Parent Advisory Committee and one from the Indian Education Committee, two representatives from Navajo Nation and two representatives from Zuni Pueblo to meet annually. This committee will review the meaningfulness of input, review the extent of opportunity for

Indian input and review the District's response to commentary on an annual basis. The committee will review the effectiveness of the District's methods of gathering input of Indian parents and tribal members, calculate the number of suggestions which are actually implemented, and permit Indian parents and tribal officials to suggest more effective ways of communication on an annual basis. If necessary, the committee shall make recommendations to the Board of Education to modify its Indian Policies and Procedures.

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

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

POLICY 5:

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

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

POLICY 6

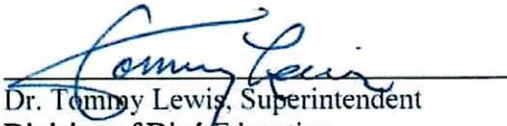
Gallup-McKinley County Schools will provide a copy of the IPP's annually to the affected tribes [34CFR222(a)(6)].

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

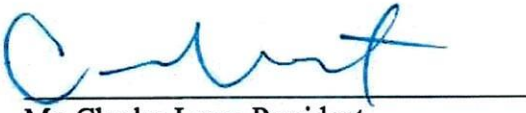
GMCS Board of Education Approval Date: December 17, 2018



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



Dr. Tommy Lewis, Superintendent
Division of Diné Education
Navajo Nation



Mr. Charles Long, President
GMCS Board of Education



Mr. Mike Hyatt, Superintendent
Gallup-McKinley County Schools



SCHOOL DISTRICT INITIATIVES FOR DROPOUTS AND ATTENDANCE

Student Drop Out Rate

2016-2017	2017-2018	2018-2019
4.7%	3.8%	3.5%

The chart above shows the drop-out rate for all the middle and high schools within the district. These are the students who were enrolled in a district middle or high school and either did not re-enroll in a school somewhere at the beginning of the next school year or after they withdrew from school. The chart shows that the drop-out rate has been declining for 3 years by 1.2%

HABITUAL TRUANT STUDENT RATES

	Total Enrollment			Habitual Truant Student Count			% Habitual Student		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
District	11,584	11,425	12,440	3,192	3,606	4,076	26.97	31.56	32.77
Elementary	5,494	5,452	5,794	1,122	1,170	1,519	20.42	21.46	26.22
Middle	2,396	2,420	2,655	714	913	1,027	29.8	37.73	38.68
High	3,698	3,556	3,995	1,356	1,523	1,530	35.25	42.83	38.3

The chart above shows the habitual truant rate by student numbers and by percentage for the past three school years. A student who is habitually truant is defined by New Mexico Public Education Department (NMPED) as a student who is absent more than 10 days within a school year. The chart shows the habitual student rates have been increasing each year with the highest rate being among the middle schools with an increased rate of 8.88% from 2016 through 2019. High schools have the lowest rate of increase by 3.05% and the elementary schools have a rate of 5.8% increase.

DISTRICT CHRONIC ABSENTEEISM RATES

	% Present	% Chronic Absenteeism
Elementary	92.6	26
Middle	91.6	30.8
High	88.2	46.5

The chart above shows the percentage of students who are present and the percentage of students who are identified as having chronic absences. NMPED defines students who are chronically absent as students who have been absent for ten percent or more of the classes or school days for any



Gallup – McKinley County Schools Tribal Education Status Report for School Year 2019-2020
 reason, whether excused or not, when enrolled for more than ten days. Below are the charts by
 individual schools.

ELEMENTARY	% Present	% Chronic Absenteeism
Catherine A Miller	91.9	31.7
Chee Dodge	92.1	30.5
Crownpoint	91.3	31.6
David Skeet	93.4	22.5
Del Norte	93.7	19.3
Indian Hills	92.9	23.3
Jefferson	93.6	22.9
Lincoln	93.6	21.8
Navajo	93.5	18.3
Ramah	92.2	28.9
Red Rock	93.6	19.7
Rocky View	93.2	21.3
Stagecoach	91.6	33
Thoreau	91.1	33.1
Tobe Turpen	91	37.7
Tohatchi	93.1	21.6
Twin Lakes	92.3	25.1
Total Average	92.6	26

The chart above shows Navajo Elementary School has the lowest percentage of absenteeism with 18.3% while Tobe Turpen Elementary has the highest percentage with 37.7%.

MIDDLE	% Present	% Chronic Absenteeism
Chief Manuelito	91.5	31.3
Crownpoint	91.2	34.1
Gallup	92.2	25.6
John F Kennedy	90.5	38.1
Navajo	90.4	39.6
Thoreau	92.8	22.4
Tohatchi	92.7	24.3
Total Average	91.6	30.8

The middle school with the lowest absenteeism percentage is at Thoreau with a 22.4% and the highest absenteeism percentage is at Navajo Middle with a 39.6%.



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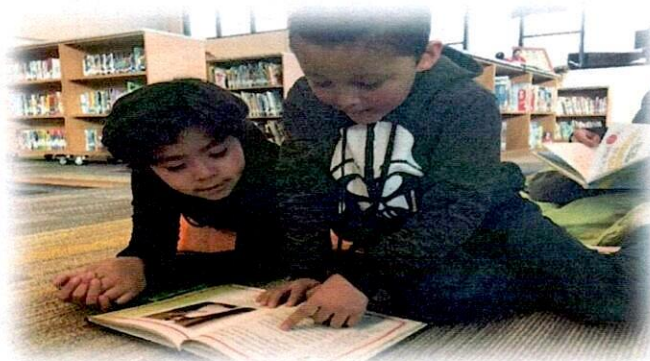
HIGH	% Present	% Chronic Absenteeism
Crownpoint	89.8	41.3
Gallup Central	76.5	75.3
Gallup	92.1	29.7
Miyamura	92	30.1
Navajo Pine	88.9	47.2
Ramah	90.7	40.2
Thoreau	86.8	53.4
Tohatchi	88.1	47.1
Tse'yi'gai	88.5	54.3
Total Average	88.2	46.5

The highest absenteeism percentage is at Gallup Central High School with a 75.3% and the lowest rate is at Gallup High School with a 29.7%.

DISTRICT INITIATIVES

GMCS has implemented several initiatives to combat truancy, chronic absences and drop-out rates. Integrating positive behavior supports have helped increase attendance and behaviors. Incentives, field trips and school parties were used to help combat absenteeism and improve behaviors in the schools.

For students who have a pattern of excessive absences, poor student achievement or escalating behaviors, there is the Student Assistance Team (SAT) process in place. The SAT process involves the student, his/her parents, teacher(s), counselor and/or administrators developing a plan to address the problem(s). The process includes identifying root causes and developing supports to help the student. The plan is monitored regularly to track progress and to make revisions as needed. In addition to the SAT process, home visits are made by the teacher(s), counselor and/or administrator with the home-school liaison. Regular phone calls or emails with the parent/guardians are also used.





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VARIABLE SCHOOL CALENDAR FOR 2019-2020

4 - Independence Day
11 - First Day – K5+

JULY 2019						
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 2020						
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	

1 – New Year’s Day
1-3 – Winter Break
6 – Students Return
9 – Early Release (data day)
20 - M.L. King Day

1 - First Day – Teachers
1-2 Site PD - Teachers
5 - First Day - Students

AUGUST 2019						
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 2020						
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

3 – P/T Conference (No Students)
17 - Presidents’ Day

2 - Labor Day
16 – P/T Conference (No Students)

SEPTEMBER 2019						
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 2020						
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				

13 – End of Q3
16-20 – Spring Break
23 – Students Return
26 – Early Release (data day)

4 – End of Q1
10 – Early Release (data day)
11 – Fall Break
14 - Indigenous Peoples Day

OCTOBER 2019						
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 2020						
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		

12 - Easter Sunday
27 – Navajo Sovereign Day

11 - Veterans Day
25-29 – Thanksgiving Break
28 - Thanksgiving Day

NOVEMBER 2019						
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 2019						
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						

25 - Memorial’s Day
29 – Last Day for Students / Teachers
29 – End of 2ND Semester

20 – End of Semester 1
23-27 – Winter Break
30-31 – Winter Break
25 - Christmas Day

DECEMBER 2019						
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 2019						
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				

2 HRS – PD – Every Friday

The objective of the district variable school calendar component is to ensure GMCS schools collaborate with tribal governments to identify important cultural events in their American Indian students’ lives. GMCS has a district committee involving district personnel and representatives from the McKinley County Federation of United States Employees to develop a school calendar. The calendar honors federal holidays and Navajo Sovereignty Day by giving employees and students holidays.



SCHOOL DISTRICT CONSULTATION

The school district has provided information to parents, tribes and stakeholders through public hearings and tribal consultation processes throughout the school year. In addition, information is posted on the district website for parents and stakeholders.

PUBLIC HEARINGS

In school year 2019-2020, a team of program managers provided information on various district programs and grants. From September through November, 2019, there were seven regional public hearings held in Crownpoint, Thoreau, Ramah, Navajo, Tohatchi and Gallup. During the public hearings, information on the Tribal Education Status Report, Federal Indian Policies and Procedures and federal grants are shared. There were 622 total attendees at these hearings with 222 being parents, 185 students and 215 community members. The goal of the public hearings is to garner feedback and suggestions on the federal grants and programs within the district.

TRIBAL CONSULTATION

Within GMCS, the district works with both the Navajo Nation and the Pueblo of Zuni. There have been formal consultation with both tribes in November, 2019, January, 2020 and in April, 2020. The tribal leaders were informed of the Tribal Education Status Report, the Federal Indian Policies and Procedures and the federal grants during the fall consultation. In the spring consultation, tribal leaders are asked for feedback for the next year's programs.

FEDERAL INDIAN POLICIES AND PROCEDURES

The Indian Policies and Procedures (IPP) is a part of the annual renewal process that includes public hearings and tribal consultation meetings. Formal consultation with tribal leaders from Navajo Nation and the Pueblo of Zuni is required for feedback and suggestions when renewing this document.



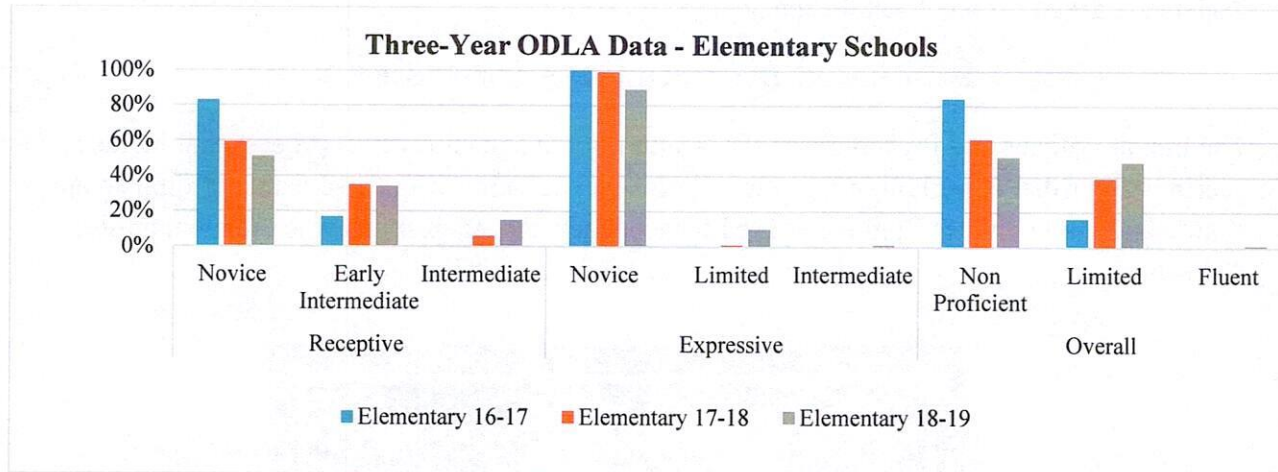


RESEARCH, EVALUATION AND CURRICULUA FOR TRIBAL STUDENTS

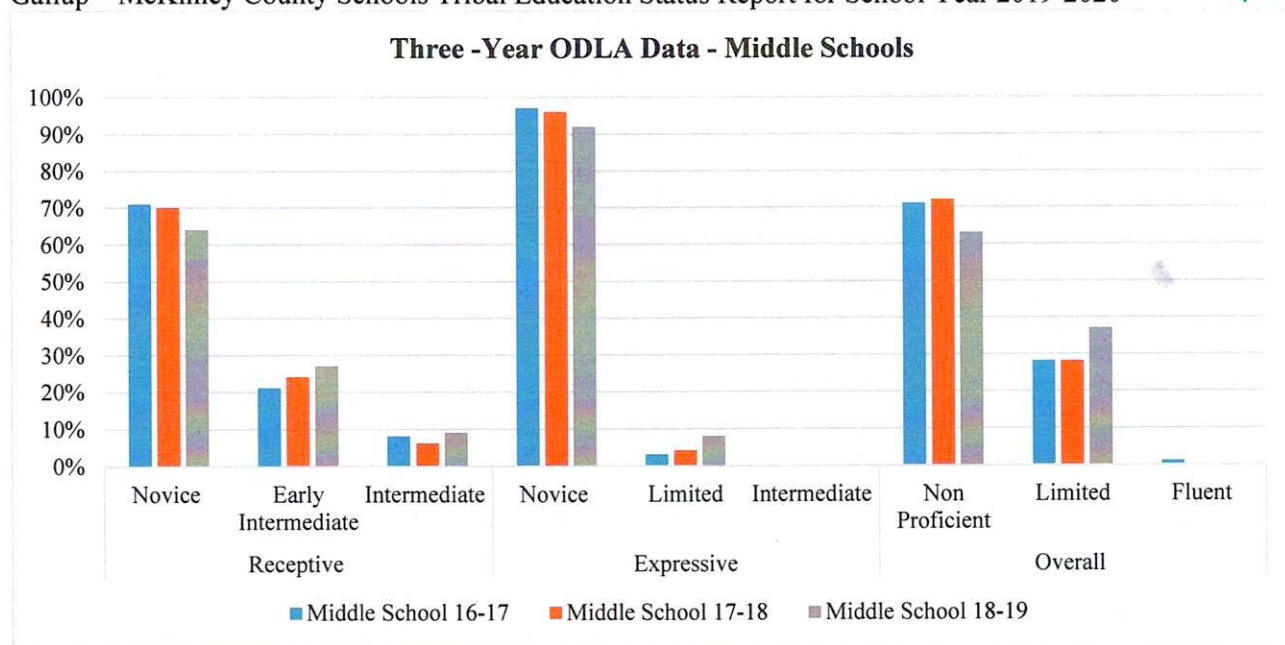
The goal of this component is to plan, develop, implement and evaluate curricula in native languages, culture and history designed for tribal and non-tribal students as approved by the New Mexico tribes. In GMCS, the Navajo Nation has identified the Diné Content Standards as the curricula to be used by the Navajo language and culture program. These standards were used to develop pacing guides and curriculum that teachers use.

The goal of the district's heritage language and culture program is to develop expressive skills so students can converse using the home heritage language in all schools. With the focus on using functional oral language, teachers received differentiated training on the use of handling verbs with specific topics at the elementary level. For the middle and high schools, the focus expanded to repetition and more exposure to oral discourse using the native language. The focus on oral language proficiency has resulted in students becoming more fluent.

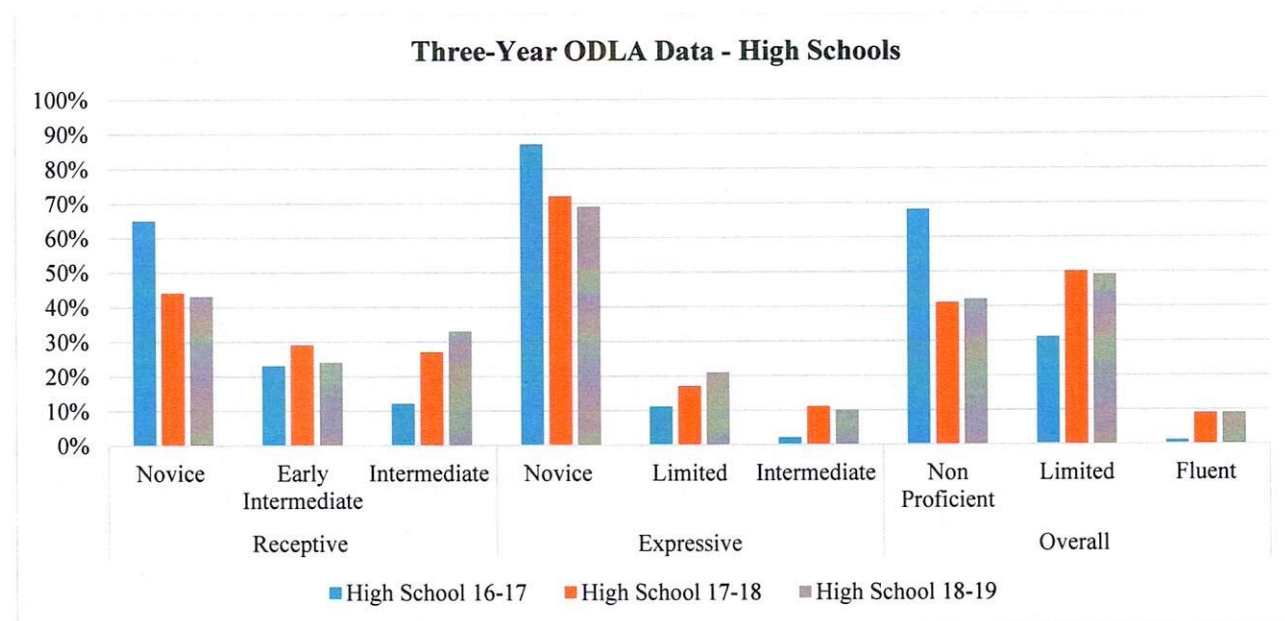
The Oral Diné Language Assessment (ODLA) measures students in two areas: receptive and expressive skills. Receptive skills are those that students master when they hear the language being spoken. For expressive skills, students need to converse using the heritage home language. The charts below show a three-year trend.



The three-year elementary school data shows that there are more students moving from novice to limited in receptive language skills. The expressive skills development is still an area for improvement; however, it shows that in SY 18-19, there were less students identified as novice. Overall, the number of non-proficient elementary speakers is decreasing over the three year period.



The three-year trend data shows that the middle schools are moving their students from novice to limited speakers of their home heritage languages. In school year ending 18-19, there were more limited speakers than the previous year.



Over the past three years, students are getting more capable in using their receptive language skills and their expressive skills. Overall, the number of fluent speakers at the high schools are increasing and students are getting more skilled is using their heritage home language.