

2020-2021



**GALLUP-McKINLEY**  
**COUNTY SCHOOLS**

**Tribal Education  
Status Report**



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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
13. Access to Native Language Programs

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.



**GALLUP-McKINLEY  
COUNTY SCHOOLS**

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GMCS Tribal Education Status Report for School Year 2020-2021

**STUDENT DEMOGRAPHICS**

The following table shows the total student enrollment for GMCS at the end of the school year ending June, 2021. There were 8,729 American Indian/Alaskan Native students enrolled which is 73.2% of the total student population of 11,919 for school year 2020-2021.

For school year 2020-2021, the district piloted an on-line program called Destiny Career Academy (DCA). The students enrolled in the program were enrolled at Lincoln Elementary or at Gallup Central High School. The enrollment shows the number of students enrolled in DCA and in all GMCS schools.

**DISTRICT ENROLLMENT**

	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	Total
Elementary	58	41	390	1,097	3,968	*	5,557
Middle	31	*	79	316	1,889	*	2,325
High	51	40	293	779	2,872		4,037
Total	140	89	762	2,192	8,729	*	11,919

Less than 10 students is denoted with a \*

**ELEMENTARY SCHOOL ENROLLMENT**

	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	Total
Catherine A. Miller				10	291		301
Chee Dodge				*	229		235
Crownpoint		*	*	*	333		344
David Skeet			*	*	202		209
Del Norte	*		*	140	307		452
Indian Hills	*	*	21	57	203		287
Jefferson	*	*	23	124	360		513
Lincoln	*		12	108	187		314
Lincoln DCA	*	29	202	437	43	*	719
Navajo	*			*	246		255
Ramah			22	*	152		179
Red Rock	13		79	58	149		299
Stagecoach	*	*	*	65	246		319
Thoreau	*	*	*	22	308		339
Tohatchi	*	*	*		199		208
Turpen	*		17	45	326	*	391
Twin Lakes	*	*		*	187		193
Elementary Total	58	41	390	1,097	3,968	*	5,557

Less than 10 students is denoted with a \*



GMCS Tribal Education Status Report for School Year 2020-2021

**MIDDLE SCHOOL ENROLLMENT**

	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	Total
Chief Manuelito	*	*	*	82	445		542
Gallup	10	*	46	109	250		417
Crownpoint	*		*		177	*	183
Navajo	*				116	*	118
Tohatchi	*	*	*	*	203		211
Thoreau	*		*	14	232		249
John F. Kennedy	*		20	110	466		605
Middle Total	31	*	79	316	1,889	*	2,325

Less than 10 students is denoted with a \*

**HIGH SCHOOL ENROLLMENT**

	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	Grand Total
Crownpoint	*		*		295		304
Gallup	*	*	17	138	678		844
Gallup Central		*	*	16	109		128
Central DCA	*	30	154	303	52	*	543
Miyamura	26	*	79	302	781		1,191
Navajo Pine				*	127		128
Ramah	*	*	33	*	149		190
Thoreau	*		*	11	364		384
Tohatchi		*	*	*	262		268
Tse 'Yi 'Gai	*			*	55		57
High Total	51	40	293	779	2872	*	4,037

Less than 10 students is denoted with a \*

**AMERICAN INDIAN/ALASKAN NATIVE STUDENT ENROLLMENT**

At the end of June, 2021, there were 8,729 students who were identified as American Indian/Alaskan Native. The table below shows the number of students and the tribes they represent.

Tribe	Students	Tribe	Students	Tribe	Students
Acoma	*	Laguna	*	Pojoaque	*
Jicarilla Apache	*	Mescalero Apache	*	Taos	*
Kewa	*	Navajo	8,454	Zuni	244



## STUDENT ACHIEVEMENT

For the 2020-2021 school year, New Mexico received an accountability waiver from the United States Department of Education. This waiver exempts New Mexico from reporting many pieces of accountability data, including achievement data, due to the challenges presented by the pandemic. Given the low participation rates on statewide summative assessments, aggregated data from these assessments are not a reliable picture of academic achievement for New Mexico students. Given the low participation on the Measures of Student Success and Achievement (MSSA), the PED will not produce school or district reports unless certain participation thresholds are met. This includes the assessments for science readiness (ASR) since no reports will be available to districts.

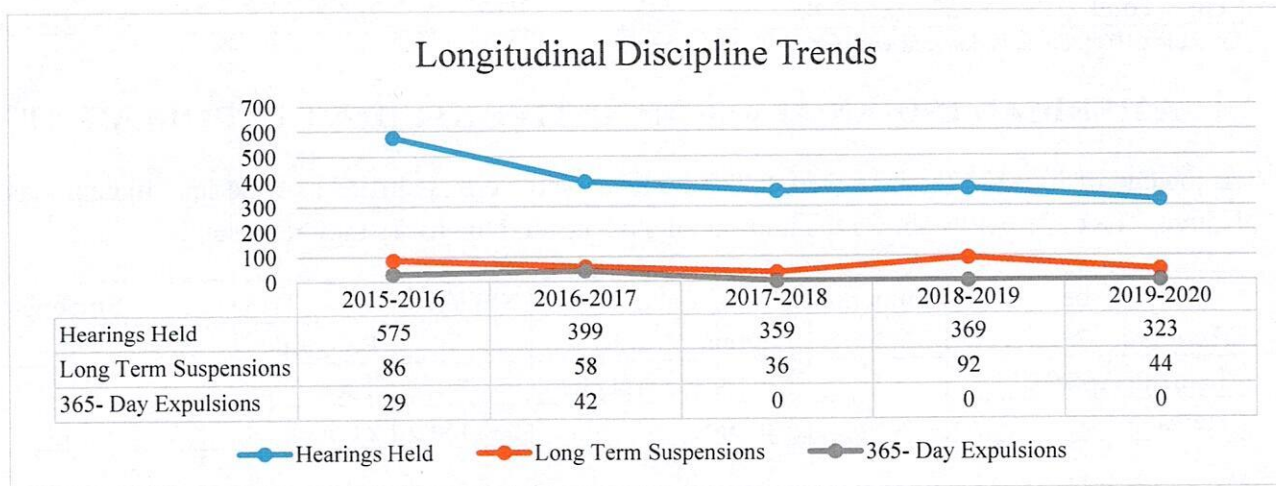
## SCHOOL SAFETY

The goal of this component is to ensure that students in New Mexico schools attend safe, secure and peaceful schools. In GMCS, all schools have received training in Crisis Prevention Intervention (CPI) and have active school site safety teams in place. All schools have updated School Safety Plans and have received various training in relation to keeping students and staff safe. All middle schools have implemented a positive behavior support program to focus on prevention instead of intervention.

Due to the remote learning environment for students, the services students received were a challenge, but counselors managed to work with students. The counseling department has provided Question, Persuade, Refer (QPR) training to staff to learn about suicide and to help prevent suicide so they can effectively intervene. In addition, there was targeted counseling services for students who are experiencing substance abuse problems. Finally, social workers and school counselors worked with students individually when the need arose.

## DISCIPLINE DATA

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





GMCS Tribal Education Status Report for School Year 2020-2021

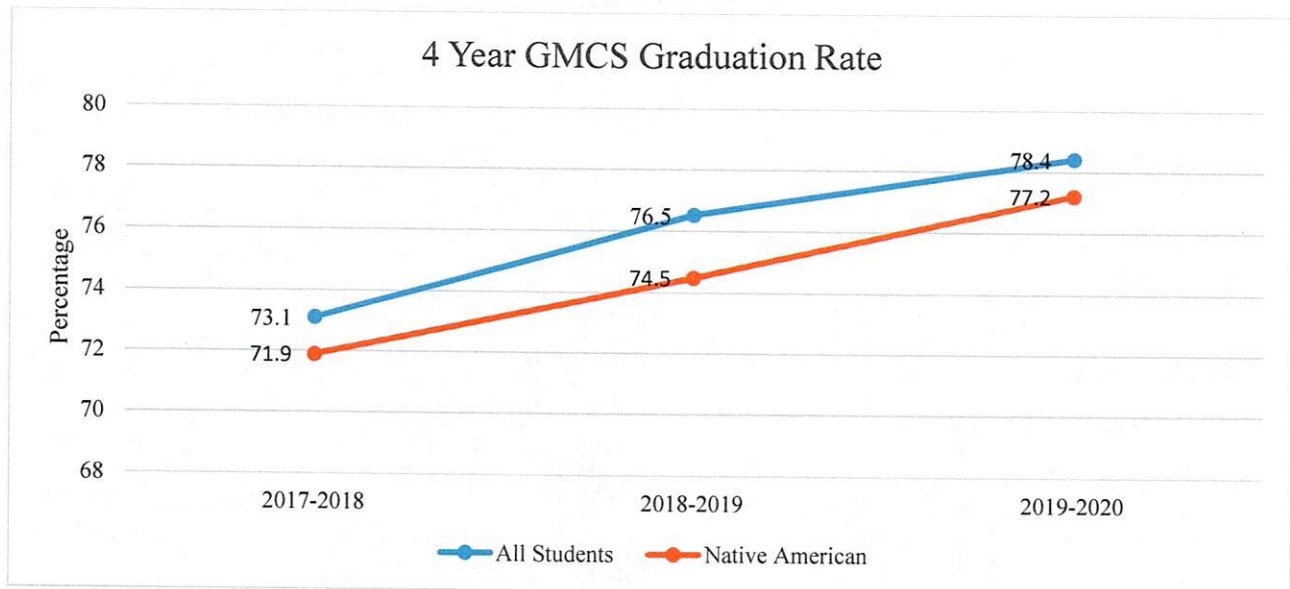
**GRADUATION RATE**

2020-2021 Numbers	Asian	Black	Caucasian	Native American	Hispanic	Total
Crownpoint			*	69		70
Gallup Central		*	10	27	*	43
Central DCA			*		*	10
Gallup	*	*	*	140	30	175
Miyamura	*	*	23	134	74	240
Navajo Pine				22		22
Ramah			*	15	*	18
Thoreau			*	79	*	83
Tohatchi		*		64		65
Tse'yi'gai				*		*
Total	*	*	46	557	118	735

Less than 10 students is denoted with a \*

The table above shows the number of GMCS students who received their high school diploma in May or June, 2021.

**FOUR YEAR GRADUATION RATE TREND**



Graduation rates are one year lagged, so the most recent graduation data is from 2019-2020 school year. Both rates of All Students and of Native American students has increased from 2017 to 2020. Some of the reasons why students did not graduate within four years are listed as:

- Approximately 1/3 students withdrew, but their outcomes are unknown
- Approximately 2/3 are still enrolled, received a certificate of completion, excused due to death, transferred out, migrated or foreign, or withdrew to enroll in a GED program.



GMCS Tribal Education Status Report for School Year 2020-2021

**ATTENDANCE**

Students attended virtual, in-person and hybrid models of school in 2020-2021. The attendance rates will show the data for this school year 2020-2021 is lower when compared to 2019-2020.

**DISTRICT ATTENDANCE RATES for SCHOOL YEAR 2020-2021**

	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	Grand Total
Elementary	96.59%	86.4%	91.47%	91.69%	88.85%	72.65%	89.02%
Middle	90.95%	92.70%	88.80%	82.42%	77.40%	99.72%	78.42%
High	92.05%	84.55%	91.37%	78.71%	79.54%	68.66%	81.22%
Total	93.20%	87.88%	90.55%	84.27%	81.93%	80.34%	82.89%

The data above shows the average attendance rate for GMCS for students in all models of instruction (virtual, in-person and hybrid) in 2020-2021. The elementary students have the highest percentage of attendance with the middle schools having the lowest rates. The students who are identified as Asian has the highest rate of 93.2% and the Pacific Islander students have the lowest attendance rate of 80.34%. The following tables show the attendance rates by individual schools.

**ELEMENTARY SCHOOLS**

	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	Grand Total
Catherine A. Miller				87.22%	91.01%		90.9%
Chee Dodge				92.88%	91.82%		91.85%
Crownpoint		96.63%	97.75%	86.31%	85.51%		85.6%
David Skeet			100%	96.22%	99.3%		99.2%
Del Norte	98.31%		96.07%	93.63%	91.49%		92.22%
Indian Hills	97.57%	93.82%	96.57%	93.22%	91.49%		92.34%
Jefferson	99.78%	95.51%	96.79%	91.92%	91.75%		92.05%
Lincoln	98.97%		91.55%	91.77%	90.00%		90.86%
Lincoln DCA	60.56%	43.2%	54.74%		53.37%	50.35%	52.44%
Navajo	98.6%			93.07%	87.09%		87.37%
Ramah			95.65%	87.63%	88.94%		89.57%
Red Rock	99.08%		95.61%	96.56%	94.02%		95.15%
Stagecoach	100%	89.14%	76.4%	90.28%	85.90%		86.83%
Thoreau	98.88%		80.06%	87.89%	83.62%		83.92%
Tohatchi	98.46%	96.63%	97.75%		90.83%		91.07%
Turpen	96.63%		91.89%	90.43%	87.99%	94.94%	88.47%
Twin Lakes	97.19%	89.89%		91.85%	91.37%		91.40%
Total Average	95.33%	86.4%	90.06%	91.39%	87.97%	72.65%	88.31%





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**MIDDLE SCHOOLS**

	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	Total
Chief Manuelito	79.03%	85.77%	87.58%	85.31%	81.81%		82.44%
Crownpoint	98.46%		96.63%		80.03%	100%	80.63%
Gallup	94.38%	98.31%	88.38%	85.5%	80.02%		82.81%
John F Kennedy	97.44%		96.7%	88.72%	87.02%		87.81%
Navajo	98.31%				81.9%	99.44%	82.19%
Thoreau	78.09%		74.72%	70.14%	53.43%		54.64%
Tohatchi	97.94%	94.03%	92.7%	48.88%	76.2%		76.71%
Total Average	90.95%	92.7%	88.80%	82.42%	77.4%	99.72%	78.42%

**HIGH SCHOOLS**

	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	Total
Crownpoint	98.96%		88.2%		82.86%		83.27%
Gallup	96.28%	89.89%	96.76%	88.4%	82.22%		83.69%
Gallup Central		96.63%	88.20%	57.88%	51.93%		53.59%
Central DCA	53.52%	37.61%	42.01%	40.14%	51.26%	68.66%	48.87%
Miyamura	98.55%	97.75%	96.54%	92.54%	87.29%		89.51%
Navajo Pine				65.17%	82.75%		82.61%
Ramah	100%	75.84%	94.35%	97.89%	80.44%		83.50%
Thoreau	99.86%		98.65%	99.23%	98.03%		98.09%
Tohatchi		92.13%	100%	94.76%	90.87%		90.96%
Tse'yi'gai	97.19%			42.70%	59.82%		60.17%
Total Average	92.05%	81.64	88.09%	75.41%	76.75%	68.66%	77.43%

**COMPARISON of SCHOOL YEARS 2019-2020 and 2020-2021**

The table below shows the Average Percentage of 120-Day Rolling Average Attendance for both 2019-2020 and for 2020-2021. The students had a higher attendance rate of 91.16% when they were attending school in-person in 2019-2020. In 2020-2021 school year, all students had a lower attendance rate of 88.18% when the majority of the students were in either a hybrid or total remote learning environment. The middle schools students were attending school at a higher rate than the high school students in an in-person setting, but dropped drastically in a hybrid or remote setting.

Average %	2019-2020	2020-2021
Elementary	91.07	90.15
Middle	91.78	85.58
High	90.62	88.81
Total	91.16	88.18

**MOBILITY RATES**

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

	2018-2019	2019-2020	2020-2021
Elementary Schools	0.295	0.243	0.222
Middle Schools	0.262	0.223	0.173
High Schools	0.322	0.291	0.209

The table above shows that the number of students who transfer in and out of GMCS schools has been decreasing over three years. In 2020-2021, there were less number of middle school students who transferred in and out of schools when compared to the elementary and high school students. The table below shows the mobility rates by individual schools.

**ELEMENTARY SCHOOLS**

	2018-2019	2019-2020	2020-2021
Catherine A.Miller	0.339	0.370	0.157
Chee Dodge	0.287	0.191	0.205
Crownpoint	0.373	0.269	0.246
David Skeet	0.515	0.447	0.319
Del Norte	0.308	0.220	0.278
Indian Hills	0.143	0.130	0.160
Jefferson	0.204	0.210	0.135
Lincoln	0.224	0.208	0.286
Navajo	0.333	0.209	0.295
Ramah	0.227	0.207	0.242
Red Rock	0.227	0.275	0.323
Rocky View	0.278	0.222	
Roosevelt	0.379		
Stagecoach	0.305	0.235	0.186
Thoreau	0.460	0.340	0.198
Tobe Turpen	0.235	0.216	0.190
Tohatchi	0.189	0.178	0.150
Twin Lakes	0.289	0.208	0.181
Total Average	0.295	0.243	0.222



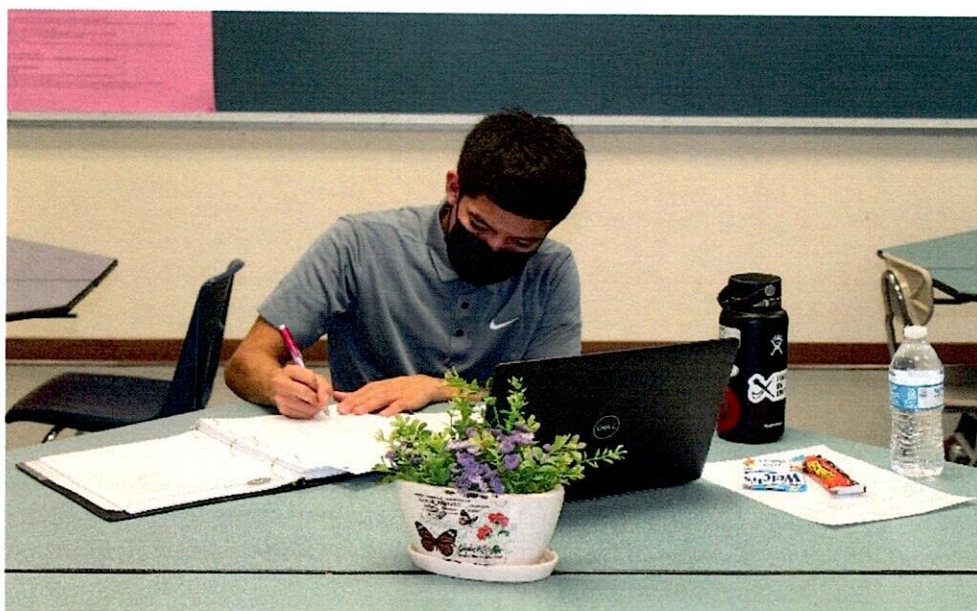
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**MIDDLE SCHOOLS**

	2018-2019	2019-2020	2020-2021
Chief Manuelito	0.222	0.183	0.174
Crownpoint	0.254	0.241	0.114
Gallup	0.232	0.188	0.185
John F. Kennedy	0.219	0.210	0.167
Navajo	0.386	0.341	0.317
Thoreau	0.320	0.219	0.130
Tohatchi	0.202	0.177	0.123
Total Average	0.262	0.223	0.173

**HIGH SCHOOLS**

	2018-2019	2019-2020	2020-2021
Crownpoint	0.266	0.288	0.134
Gallup Central	0.703	0.659	0.402
Gallup	0.159	0.178	0.147
Miyamura	0.203	0.164	0.120
Navajo Pine	0.359	0.253	0.238
Ramah	0.276	0.241	0.181
Thoreau	0.266	0.154	0.121
Tohatchi	0.230	0.227	0.193
Tseyigai	0.433	0.453	0.348
Total Average	0.322	0.291	0.209





## PARENT and COMMUNITY INVOLVEMENT

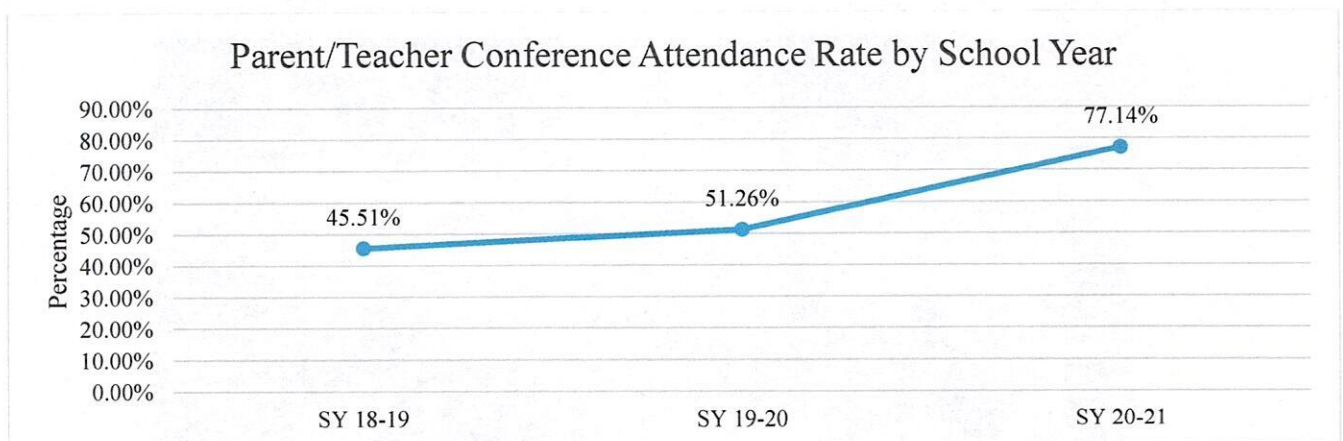
Under this component, the objective is to ensure that parents; tribal departments of education; community-based organizations; urban American Indian community members; universities and tribal, state and local policymakers work together to find ways to improve educational opportunities for American Indian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

In all GMCS schools, there is a variety of methods when communicating with parents. Schools use their websites and phone or text messages for communication. With most of the students in a remote learning situation, Microsoft TEAMS and email messages became a common method of communication with parents. In addition to electronic methods, home school liaisons helped with distributing information and lessons to parents and their students.

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. Publications and events were also distributed to all Navajo Nation chapters within the school district as well as to city and county government.

### PARENT/TEACHER CONFERENCES

Due to the COVID 19 pandemic, most of the parent contacts were completed virtually or by phone. Despite the unpredictability of the Internet, more parents participated in the Parent/Teacher Conferences held in September, 2020 and in February, 2021. The chart below documents the increase of total parent participation in parent/teacher conferences from school year 2018-2019 to the school year 2020-2021.



In order to increase parent involvement, the district implemented two initiatives. For the elementary schools, the Academic Parent Teacher Teams (APTT) taught the parents skills that their students are learning and which they (as parents) can reinforce at home. For the secondary schools, students led the conferences for their parents. Students informed their parents of their grades, progress,



GMCS Tribal Education Status Report for School Year 2020-2021 attendance and plans for increasing their academic achievement. The two initiatives led to greater involvement of the parents in their student’s academic progress.

### COMMUNITY INVOLVEMENT

There have been stronger partnerships as a result of the district’s college and career pathway program. 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 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. In addition, the McKinley Academy located on the campus of the University of New Mexico – Gallup allows high school students to earn college and high school credits simultaneously.



Within the city of Gallup, district leaders have participated in different meetings to collaborate with local city and county leaders. District leaders work with organizations such as the United Blood Services, the Children, Youth and Families Department, Gallup Chamber of Commerce, Gallup Indian Medical Center and the Rehoboth-McKinley County Hospital. More partnerships are being developed to ensure the success of career pathways.





## **EDUCATIONAL PROGRAMS TARGETING AMERICAN INDIAN STUDENTS**



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

### **FUNDING for REVITALIZING AMERICAN INDIAN LANGUAGES**

There are three funding sources that specifically supports the revitalization of the American Indian languages and supports the unique needs of American Indian students from Title VI, the New Mexico Bilingual-Multicultural Education Grant and the Indian Education Grant.

From the United States Department of Education, Office of Indian Education Formula Grants (Title VI), the district received \$1,861,912 to use for native language instruction and to increase cultural identity and awareness. This funding supported the salaries and benefits of the Navajo language teachers in the district as well as provided the funds for professional development. It also supplied the funds for supplemental supplies and materials for all teachers.

The school district also received \$863,178 from New Mexico Public Education Department for revitalizing native languages by supporting personnel salaries and benefits for several of the native language teachers. It also supported professional development and supplies and materials for the



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native language teachers. It also supported the cost of the software for the Spanish bilingual seal assessment.

The third funding source came from the Indian Education division of the New Mexico Public Education Department. The district received \$90,000 for supplies and materials for teachers, professional development costs and provided funding for additional compensation for teachers and instructional coaches to work on the curriculum.





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### FINANCIAL REPORT

Through the use of public school funds, the financial objective is 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 identified 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	\$ 125,411,792
12000- Teacherage	\$ 0
13000 - Transportation	\$ 5,976,887
14000 - Instructional Materials	\$ 0
21000 - Food Service	\$ 9,743,286
22000 - Athletics	\$ 300,000
23000 - Non-Budgeted Activity	\$ 450,000
24000	\$ 57,109,232
25000	\$ 2,024,795
27000	\$ 2,636,024
28000	\$ 502,017
31100 - Bond Building	\$ 5,000,000
31500 - Special Capital Outlay Federal	\$ 0
31700 - Capital Improvements SB-9	\$ 6,358,350
41000 - Debt Services	\$ 7,977,081

The table above depicts the revenue sources for the school district in school year 2020-2021.

#### 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
11,919	8,729	\$223,489,464	\$1,861,912	\$848,866	\$0	\$90,000

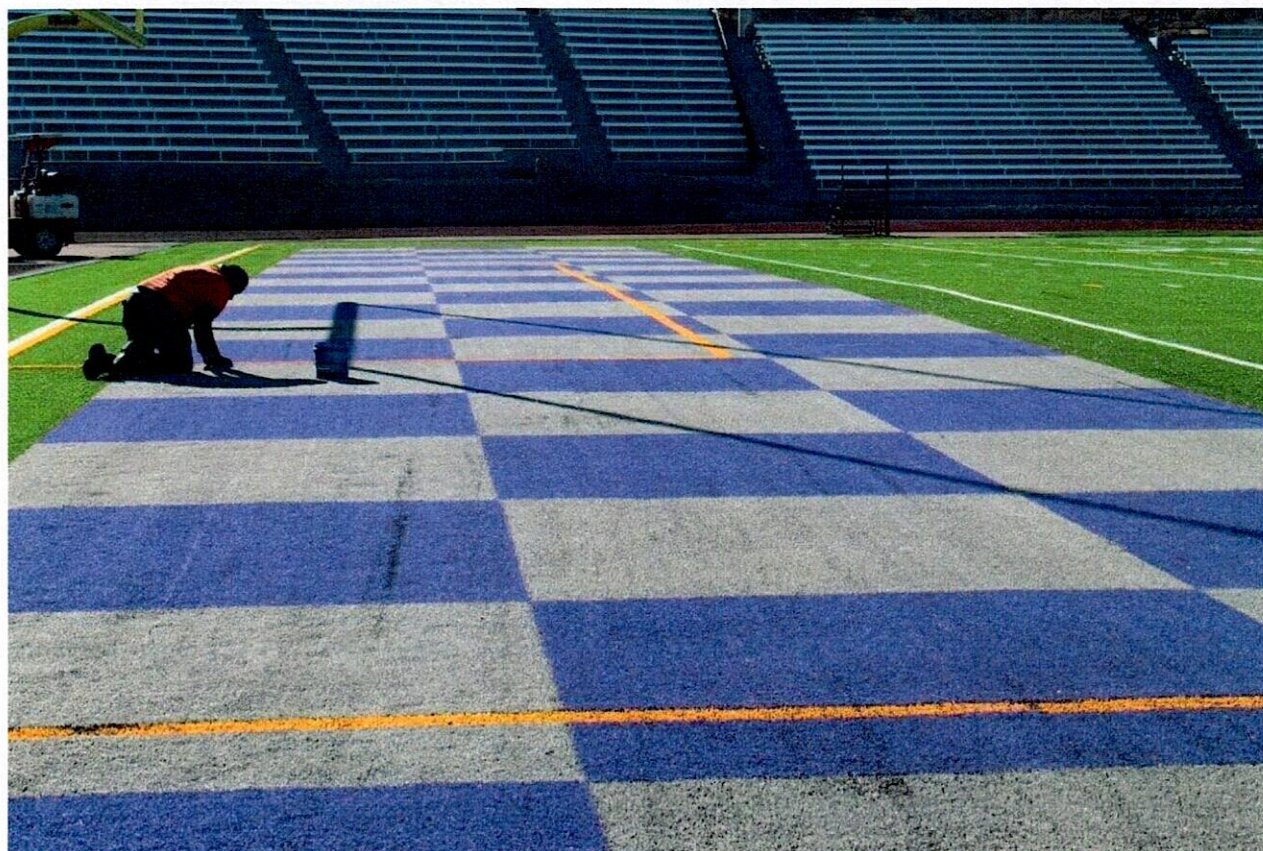


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**DISTRICT BUDGETED EXPENDITURES**

EXPENDITURES	AMOUNT
1000 - Instruction	\$ 96,030,488
2100 - Student Support Services	\$ 16,367,666
2200 - Instructional Support Services	\$ 4,126,682
2300 - General Administration	\$ 1,776,266
2400 - School Administration	\$ 8,548,361
2500 - Central Services	\$ 5,163,821
2600 - Operations and Maintenance	\$ 17,311,772
2700 - Student Transportation	\$ 6,047,912
2900 - Other Support Services	\$ 5,774
3100 - Food Services	\$ 6,413,589
3300 - Community Services	\$ 60,144
4000 - Capital Outlay	\$ 12,323,054
5000 - Debt Services	\$ 16,574,415

The table above documents the amount of funds expended for school year 2020-2021.





## FEDERAL INDIAN POLICIES AND PROCEDURES

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

The Indian Policies and Procedures (IPP) is an agreement between GMCS and the Pueblo of Zuni and Navajo Nation. The approval of the IPP is part of an annual process of the school district's Impact Aid application process that includes public hearings and tribal consultation meetings. The IPP ensures that there is maximum participation in the development, approval and implementation of 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.

There has been formal consultation with tribal leaders and feedback from parent committees. GMCS met with leaders from Navajo Nation on August 6, 2020, October 6, 2020 and March 6, 2021 and with the Pueblo of Zuni on August 3, 2020, October 15, 2020 and March 30, 2021 regarding title programs, use of funding and the Indian Policies and Procedures. There were meetings with the District Parent Advisory Committee and the Indian Parent Committee on November 18, 2020, December 1, 2020, and on March 24, 2021.

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 Pueblo of Zuni and the Navajo Nation.





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

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

**ATTESTATIONS**

The Gallup-McKinley County Schools attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY 2022 Impact Aid application.

The Gallup-McKinley County Schools attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY 2022 Impact Aid application.

**INDIAN POLICIES AND PROCEDURES**

Preferred Method of Communication:

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

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

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

**POLICY 1:**

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

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

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

**Procedure 1.3:** Parents of Indian children and tribal officials and any other interested persons can review assessment data to help develop or modify educational programs and services allowing for participation of Indian students on an equal basis in GMCS.

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

## **POLICY 2**

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

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

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

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

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

### **POLICY 3**

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

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

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

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

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

### **POLICY 4**

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

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

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

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

## **POLICY 5:**

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

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

## **POLICY 6**

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

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



GMCS Board of Education Approval Date: December 14, 2020

Val R  
Panteah, Sr

Digitally signed by Val R Panteah, Sr  
DN: cn=Val R Panteah, Sr, o=Pueblo  
of Zuni, ou=Governor,  
email=val.panteah@ashwi.org,  
c=US  
Date: 2021.01.04 18:56:05 -07'00'

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



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



Mr. Charles Long, President  
GMCS Board of Education

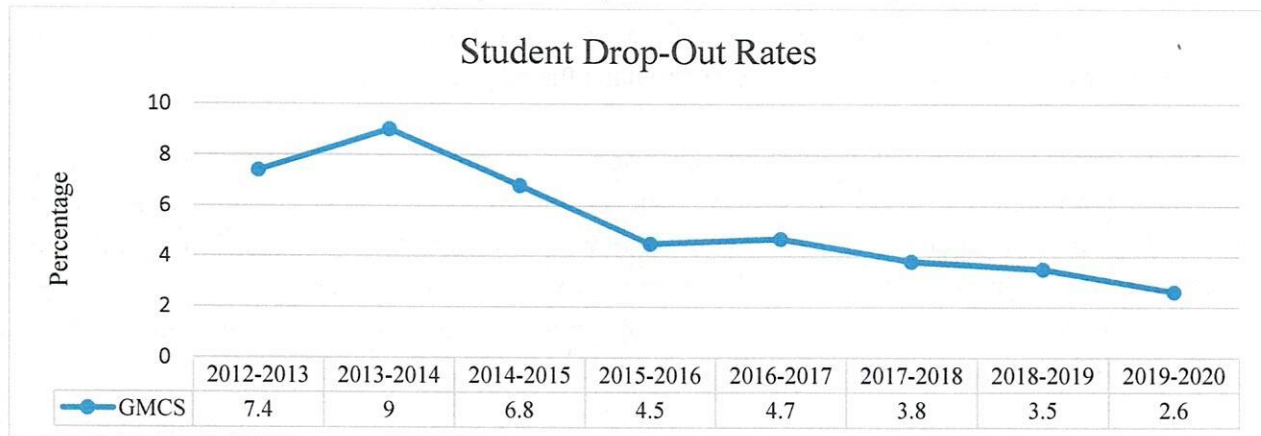


Mr. Mike Hyatt, Superintendent  
Gallup-McKinley County Schools



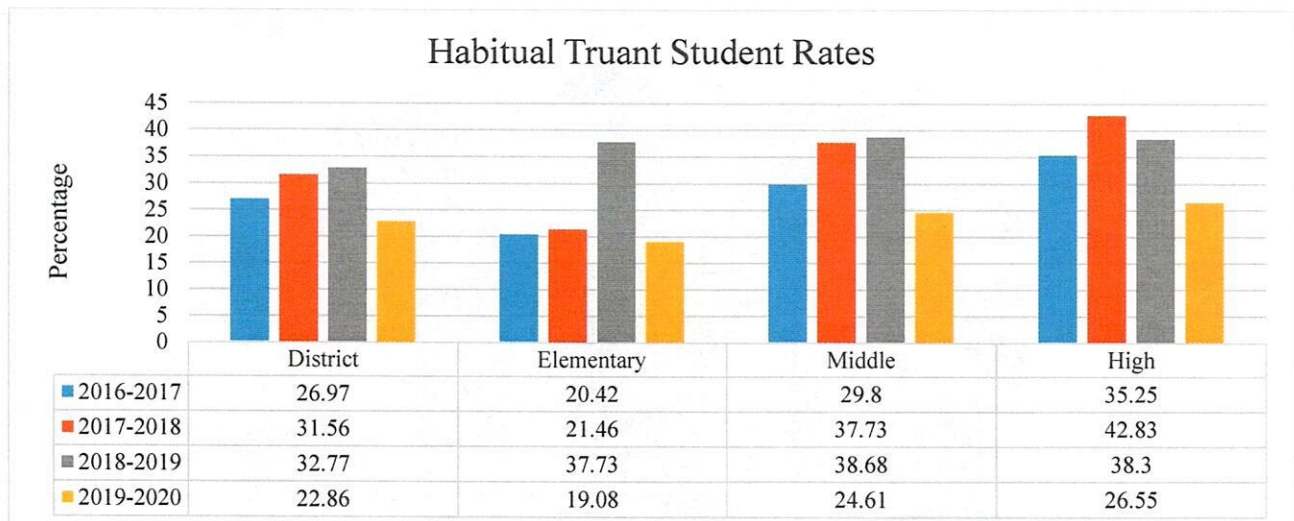
## SCHOOL DISTRICT INITIATIVES for DROP-OUTS and ATTENDANCE

The objective of this component is to ensure that school districts are employing initiatives to increase attendance support for and decrease the number of student dropouts of American Indian students.



The chart above shows that over the past seven years, there has been an overall decline in the number of middle and high students who drop out of GMCS schools according to the New Mexico student information system, STARS. These are the students who were enrolled in a middle or high school and either did not re-enroll in a school somewhere in the beginning of the next school year or after they withdrew from school. The chart shows that the drop-out rate has declined.

## HABITUAL TRUANT STUDENT RATES



The chart above shows the habitual student rate by percentage for the past four 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 ten (10) days within a school year. The chart shows that the rate for elementary schools has stayed constant while the middle and high schools rates have decreased over four years. During school year 2019-2020, the majority of the students were in a remote learning environment.



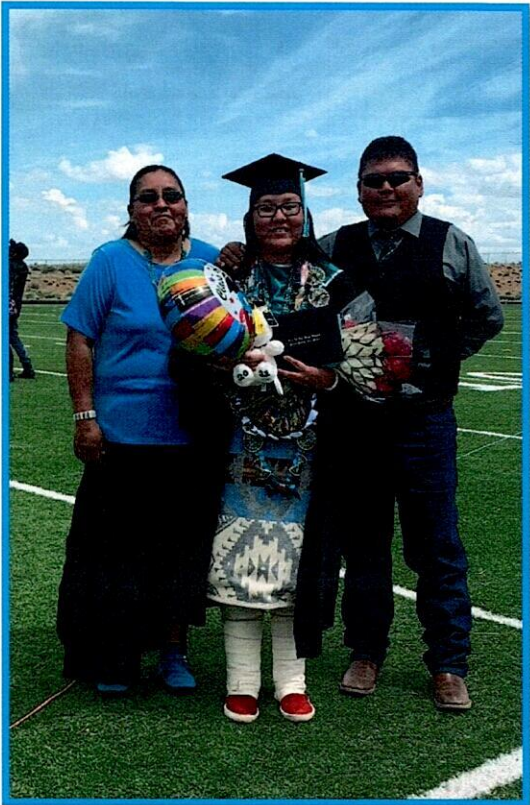
## DISTRICT INITIATIVES

GMCS has implemented several initiatives to combat dropout rates, chronic absences and truancy. Integrating positive behavior supports in all the middle schools has helped increase attendance rates and promoted positive behaviors. This year, because the majority of students were learning in a remote setting, communication with parents used either phone calls and/or computers. For the majority of the parents, this was a viable method, but for some families, there were no phone or internet services. For such parents, the district made the contacts in person.

The district has a Career Pathways Program being implemented in the middle and high schools. The focus of the Career Pathways Program is to connect student learning to their career goals. Beginning in the middle schools, students will become aware of potential careers and to build a foundation towards those aspirations. In the high schools, classes are sequenced so that students have the necessary skills and knowledge to pursue their career goals. In addition, students will demonstrate their knowledge of skills, aptitude and educational requirements related to their particular career field.

For students who have a pattern of excessive absence, poor student achievement or displaying escalating behaviors, there is the Student Assistance Team (SAT) process in place. The SAT process includes the student, his/her parents or guardians, teacher(s), counselor and/or administrator developing a plan to address the problem(s). The process includes identifying the root cause and developing a support system to help the student. The plan is monitored regularly to track progress and to make revisions as needed. In addition, home visits are made by school personnel and the parents/guardians were also contacted by phone calls or email messages regularly.







## GMCS | 2020-2021 CALENDAR

<p><b>4 Independence Day</b></p>  <p><b>GALLUP-MCKINLEY COUNTY SCHOOLS</b> EMPOWERING OUR FUTURE</p>	<p><b>JULY '20</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	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		<p><b>JANUARY '21</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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							<p><b>1 Winter Break</b> <b>4 Students return</b> <b>18 M.L. King Day</b></p>
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## **VARIABLE SCHOOL CALENDAR**

The goal of the district's variable school calendar component is to ensure GMCS schools honor the cultural events in the lives of their Native American students' lives. GMCS has a district committee involving 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 with DISTRICT INDIAN EDUCATION COMMITTEE, SCHOOL-SITE PARENT ADVISORY SCHOOL COUNCILS, TRIBAL, MUNICIPAL and INDIAN ORGANIZATIONS**

Gallup-McKinley County Schools has provided information to parents, tribes and stakeholders through media postings and tribal consultation processes throughout the school year. Due to the pandemic, more information was posted on the website and through the use of social media outlets as well as the radio and newspaper articles.

### **DISTRICT PARENT ADVISORY COUNCIL**

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 (DPAC). The DPAC advises the district on federal programs, the Indian Policies and Procedures and grant applications. This committee also provides feedback and guidance on the Title VI application and process. They are a critical part of the entire feedback process for programs focusing on Native American students.

For school year 2020-2021, the District Parent Advisory Council met several times. On November 18, 2020, the DPAC met to discuss the Johnson O'Malley program and reviewed the Tribal Education Status Report. In December, the DPAC met on December 1, 2020 to hear from the program managers regarding federal programs and on December 15, 2021, they approved the Indian Policies and Procedures. The DPAC met again in March 24, 2021 to provide feedback to program managers regarding the next year's federal programs. The final meeting of the DPAC occurred on April 28 when they approved the Title VI application.

### **TRIBAL CONSULTATION**

Within GMCS, the district works closely with the Pueblo of Zuni and the Navajo Nation. Formal tribal consultation meetings were held regarding the district's Re-Entry Plans with the Zuni Pueblo on August 3 and 6, 2020 and with the Navajo Nation Board of Education. On October 6 and 15, 2020, leaders from the Pueblo of Zuni and Navajo Nation were informed of the Tribal Education Status Report, the Federal Indian Policies and Procedures and the federal grants during the fall consultation. For the spring consultation on March 10, 2021 with Navajo Nation and on March 31, 2021 with the Pueblo of Zuni, tribal leaders had a chance to provide feedback for federal programs. In addition, they were given information on social/emotional learning, models of learning and on college and career readiness programs within GMCS.



## **INDIGENOUS RESEARCH and EVALUATION MEASURES and RESULTS of EFFECTIVE CURRICULA 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. Through a Memorandum of Understanding with the Navajo Nation, the Diné Content Standards is used by the district's heritage language and culture program. There is also a Memorandum of Understanding with the Pueblo of Zuni to teach the Zuni language.

The goal of the district's heritage language and culture program is to develop expressive skills so that students can converse using the home heritage language in all schools. Using Diné Content Standards from Navajo Nation and the Zuni language standards, pacing guides and curriculum are developed for teachers to use. The standards were realigned to focus on oral language skills.

With the focus on using functional oral language, teachers received differentiated training on the curriculum. The elementary teachers focused on teaching handling verbs with specific topics and it expanded in the middle schools to oral discourse using the native language. At the high schools, students continued to focus on oral discourse with the goal of passing the Bilingual Seal Assessment. High school students who took the Navajo II course received dual credit under an agreement with Navajo Technical University.

During the school year of 2020-2021, most of the students were in a remote learning environment which became difficult to effectively teach the heritage language. Despite the challenges, teachers used techniques they have learned using technology as an instructional tool.

### **ACCESS to NATIVE LANGUAGE PROGRAMS**

According to the Indian Education Act, "it is imperative that native language and bilingual programs are part of a schools' development plan." In GMCS, there are Spanish, Navajo and Zuni language programs offered. To meet parents' request, there is a Spanish language program at Del Norte Elementary and at Lincoln Elementary. In addition, there is a Zuni language program at Ramah Elementary and Ramah Middle/High Schools. In all GMCS schools, all students from kindergarten to high school grades have the option of taking a Navajo language class.

Since there was no Zuni language teacher for school year 2020-2021, there was not a Zuni language program offered. For the Navajo language program, there were 1,997 elementary, 765 middle and 551 high school students for a total of 3,313 students who were in the Navajo language program.

The heritage language program employs both licensed and certified language teachers. There were 10 NMPED licensed language teachers and 21 language teachers who were certified from their tribes to teach their language. In addition, there were three NMPED licensed instructional language coaches who helped the language teachers.