

Grants Cibola County Schools Tribal Education Status Report: 2019-2020

“Every Student, Every Day, Building a Person for Life”

GRANTS
CIBOLA
COUNTY
SCHOOLS

DIVERSITY AND INCLUSION
DEPARTMENT

GRANTS CIBOLA COUNTY SCHOOLS 2019-2020
TRIBAL EDUCATION STATUS REPORT

Board of Education

District 5, Dr. Guy Archambeau, Board President

District 1, Emily E. Hunt-Dailey, Board Vice President

District 3, Ron Ortiz, Secretary

District 4, Richard Jones, Board Member

District 2, Dion Sandoval, Board Member

Superintendent

Max Perez

Roseanne Pasqual

Diversity and Inclusion Department Coordinator

Prepared by:

Corazon Barsana, Data and Testing Coordinator

Rose Gingrich, STARS Coordinator

Dr. Delton Martin, Director of Student Support Services

September 2020

TABLE OF CONTENTS

1: STUDENT ACHIEVEMENT.....	6
2: SCHOOL SAFETY.....	17
3: GRADUATION RATES.....	21
4: ATTENDANCE.....	24
5: PARENT AND COMMUNITY INVOLVEMENT.....	29
6: EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS.....	31
7: FINANCIAL REPORTS.....	34
8: CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES.....	36
9: SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE.....	51
10: PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS.....	55
11: SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY COUNCILS AND TRIBAL, MUNICIPAL AND INDIAN ORGANIZATIONS.....	57
12: INDIGENOUS RESEARCH AND EVALUATION MEASURES AND RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS.....	59

INTRODUCTION

The Grants Cibola County School (GCCS) district is located in Grants, New Mexico and encompasses several communities in the surrounding areas namely: Pueblo of Acoma, Pueblo of Laguna, San Rafael, Milan, Seboyeta, Bluewater, and Cubero. The district works closely in collaboration with three (3) prominent area pueblos/tribes, Baca/Prewitt Chapter, the Pueblo of Laguna, and the Pueblo of Acoma in conjunction with the Navajo Nation Department of Diné Education, the tribal government of Acoma and Laguna, the Pueblo of Acoma Department of Education.

One of the goals of GCCS is for American Indian (AI) students to be successful in academics and be rooted in their culture. Thus, there are programs that support the American Indian student population, academically and culturally. The curriculum includes the Laguna Keres Language Arts & Culture, Acoma Keres Language Arts & Culture, Navajo Language Arts & Culture, and Math, Engineering, and Science Achievement (MESA). Yearly Science, Technology, Engineering, Arts & Math (STEAM) conferences and after school tutoring are also being held to aid with American Indian students' college and career readiness.

The inclusion of the American Indian Language and Culture into the curriculum helps AI students gain better appreciation of their roots, culture, and identity. The native language and culture courses not only allow AI students to communicate and connect with others in their communities, but allow them to understand and appreciate the history of their ancestors and their upbringing. It cultivates an appreciation and understanding that is beyond beneficial for AI students, especially those from diverse familial backgrounds.

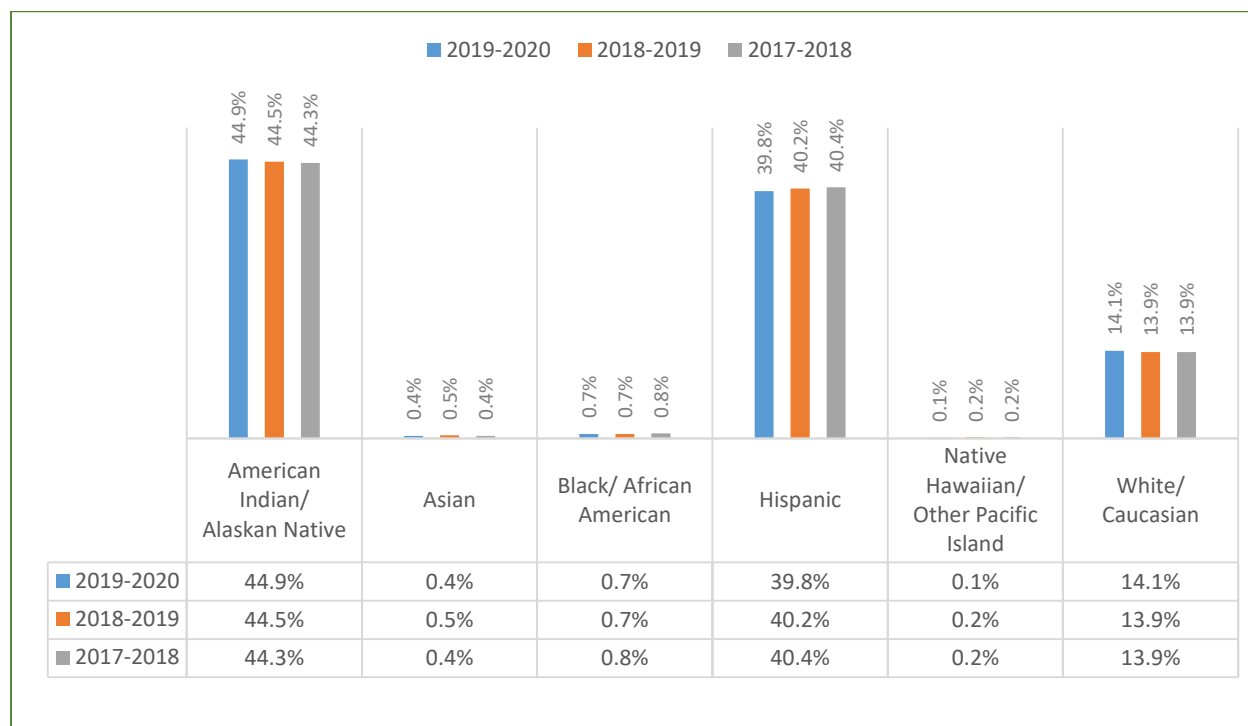
The STEAM conferences expose AI students and parents to careers in science, technology, engineering, arts and math to promote their engagement and to spark their interests in learning together about future careers preparing them for the 21st Century workforce. The after school tutoring program helps students finish high school credits on time so they can graduate with their cohorts. The schools' liaisons for AI students conduct home visits for habitually truant students and meet with parents/guardians to provide support or arrange necessary interventions. Programs in place and implemented by GCCS are geared towards helping improve the attendance and academic proficiencies of the American Indian students to aid in diminishing the existing gaps across subgroups.

PROFILE OF INDIAN EDUCATION IN GRANTS CIBOLA COUNTY SCHOOLS

During the 2019-2020 school year, Grants Cibola County Schools (GCCS) included:

- 12 Schools:
 - ❖ 7 Elementary Schools (four schools K-6 and three schools PK-6),
 - ❖ 2 Middle Schools (7-8),
 - ❖ 3 High Schools (9-12)
- 54.5% of students participate in the Free/Reduced Lunch Program
- 15.1% of students had English Learner status
- 16.5% Students with Disabilities and 1.4% of students participated in the Gifted Program
- Staff was made up of 13.9% American Indian/Alaskan Native, 3.4% Asian, 0.8% African American, 39.9% Hispanic, 39.9% Caucasian, 1.3% Multiracial, and 0.7% Native Hawaiian or Other Pacific Islanders.

During the 2019-2020 school year, Grants Cibola County Schools' 80th day enrollment was 3,411 students in grades Pre-Kindergarten through 12th grade. The enrollment count for those whose primary race is American Indian/Alaskan Native (AI/AN) was 1,533 students (44.9% of total student enrollment). The Diversity and Inclusion Department at GCCS serves all students who identify as AI/AN.



The New Mexico Tribes represented at Grants Cibola County Schools were as follows:

NM Tribe Name	SY 2019-2020
Acoma	28.8%
Laguna	25.1%
Navajo	42.7%
Other	3.3%

STATUTORY REQUIREMENTS

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

- A. The Indian Education Division in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.
- B. A school district with tribal lands located within its boundaries shall provide a district wide tribal education status report to all New Mexico tribes represented within the school district boundaries.
- C. These status reports shall be written in a brief format and shall include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:
 - 1. student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
 - 2. school safety;
 - 3. graduation rates;
 - 4. attendance;
 - 5. parent and community involvement;
 - 6. educational programs targeting tribal students;
 - 7. financial reports;
 - 8. current status of federal Indian education policies and procedures;
 - 9. school district initiatives to decrease the number of student dropouts and increase attendance;
 - 10. public school use of variable school calendars;
 - 11. school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and
 - 12. indigenous research and evaluation measures and results for effective curricula for tribal students.

DETAILED REPORT

1: STUDENT ACHIEVEMENT

OBJECTIVE

Indian Education Department's (IED) objective is to ensure that student achievement in New Mexico public schools is measured by statewide tests that are approved by the PED, and results are disaggregated by ethnicity, gender, economic status, and disabilities. In turn, these results are used to develop strategies and programs that increase student achievement and reduce the achievement gap.

BACKGROUND

The New Mexico assessments include the evaluation of student progress in the following areas: reading K-2; English Language arts 3-11; math 3-11, which includes Algebra (may be given in grade 8), Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III; science, Spanish reading, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.

METHODS

Assessment data for the 2019-2020 school year is not available; this report included data from the 2018-2019 school year. During SY 2018-2019, students in grades K-2 were tested in reading using the Istation assessment, and students in grades 3-11 were tested using New Mexico assessments that include; the Partnership for Assessment of Readiness for College and Careers (PARCC) ELA and math, SBA science, New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science. As a rule, proficiencies for groups with fewer than 10 students are masked; they are not reported because the number is too small to determine statistical significance, and student privacy might be compromised. Testing data is reported as the percentage of students who meet the cut-off point for proficiency, as defined for the 2018-19 school year. All assessment scores have been standardized to reflect proficiencies—from non-proficient to proficient and above proficient.

All information provided herein were taken from NMPED published achievement data which were disaggregated by multi-year comparison, ethnicity, grade level, economic status, gender, students with disabilities, and English Language learners.

Source: PED Student Assessment files (<https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>); New Mexico Public Education Department, Student Teacher Accountability Reporting System (S.T.A.R.S.) 120th day snapshot files; and New Mexico Public Education Department Indian Education Division Student Assessment files

RESULTS

The first several graphs in this section show the districtwide percentage of students who are at or above proficiency as measured by the New Mexico assessments. The overall results seen in student achievement are based on all 2019 test results. A brief analysis of student achievement is presented at the bottom of each graph.

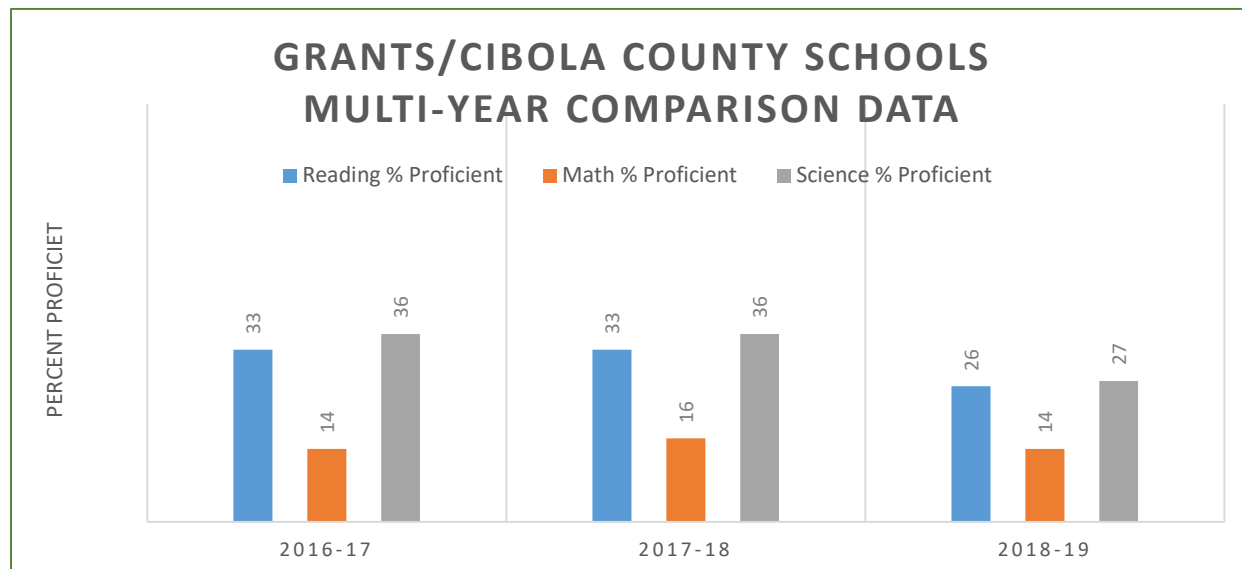
CONCLUSION

The proficiency levels of American Indian students in reading, math and science are relatively lower compared to the overall student population across subgroups and across grade levels. Gaps still exist between AI groups and Non-AI groups in the three content areas.

ACTION PLAN

The school district will continue to provide additional instructional support in advancing AI students to proficiency in reading, math and science. In addition, concentrated efforts will continue to be implemented towards a standards-based learning system. Strategies to expose AI students to careers in science, technology, engineering, arts and math (STEAM) to promote their engagement and to spark their interests in learning about future careers preparing them for the 21st Century workforce will be continued. The inclusion of AI Languages into the curriculum were intended to reduce the gaps of the AI sub populations using culturally relevant curriculums. The district hired attendance liaisons to monitor AI students' attendance and grades, conduct home visits for habitually truant students, and meet with parents/guardians to provide support or arrange necessary interventions. Moreover, the after school tutoring program will continue to help AI students finish high school credits on time so they can graduate with their cohorts. These actions are geared towards helping improve the attendance and academic proficiencies of the American Indian students to aid in diminishing the existing gaps across subgroups.

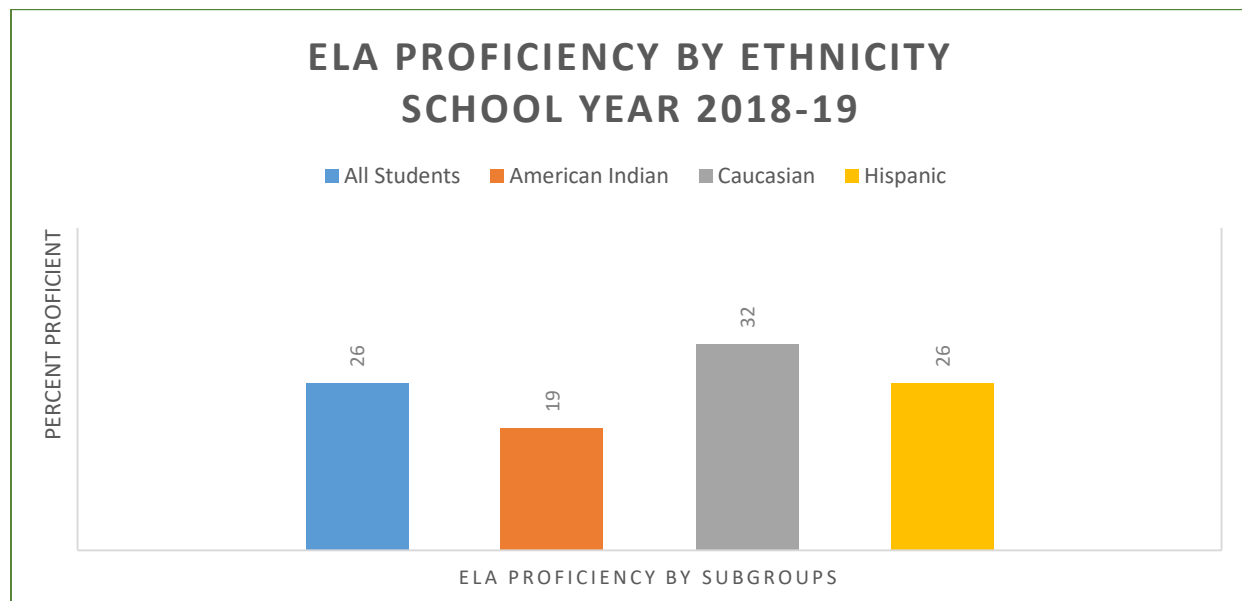
MULTI-YEAR DISTRICT ASSESSMENT SUMMARY



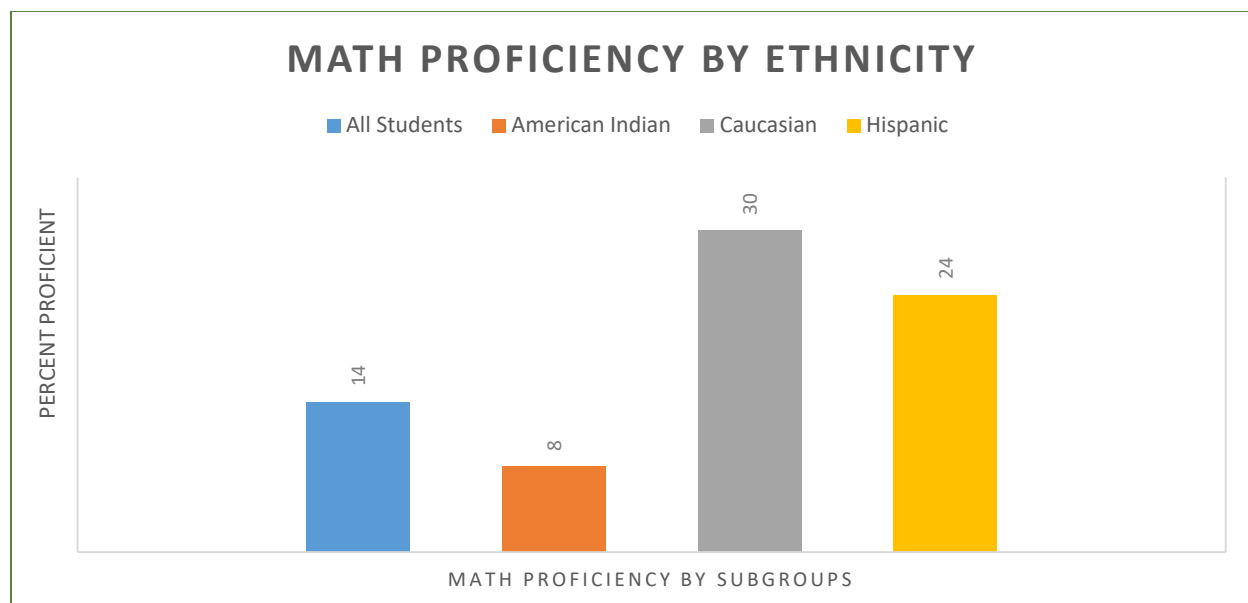
Note: Proficiencies include standard-based assessment (SBA) science; New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science; and PARCC ELA and math.

Generally, the proficiency rates for reading and science have decreased during the 2018-2019 school year when compared to the previous two years. Math increased by 2 percentage points during the 2017-2018 school year then decreased 2 percentage points during the 2018-2019 school year.

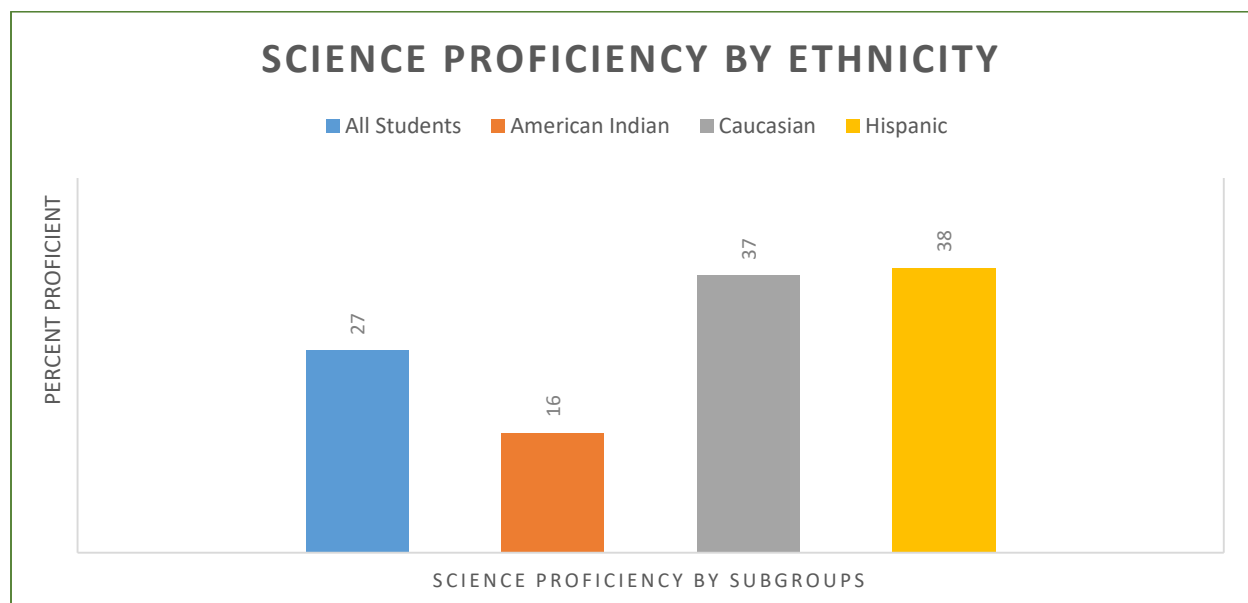
PROFICIENCY BY ETHNICITY



The subgroup gaps continue. This issue is being addressed with a concentrated effort towards a standards-based learning system. For 2018-2019 school year, the American Indian subgroup reached a 5-year high in proficiency rate, but gains are minimal. There is a 7 percentage point difference between the GCCS average proficiency and the American Indian subgroup.

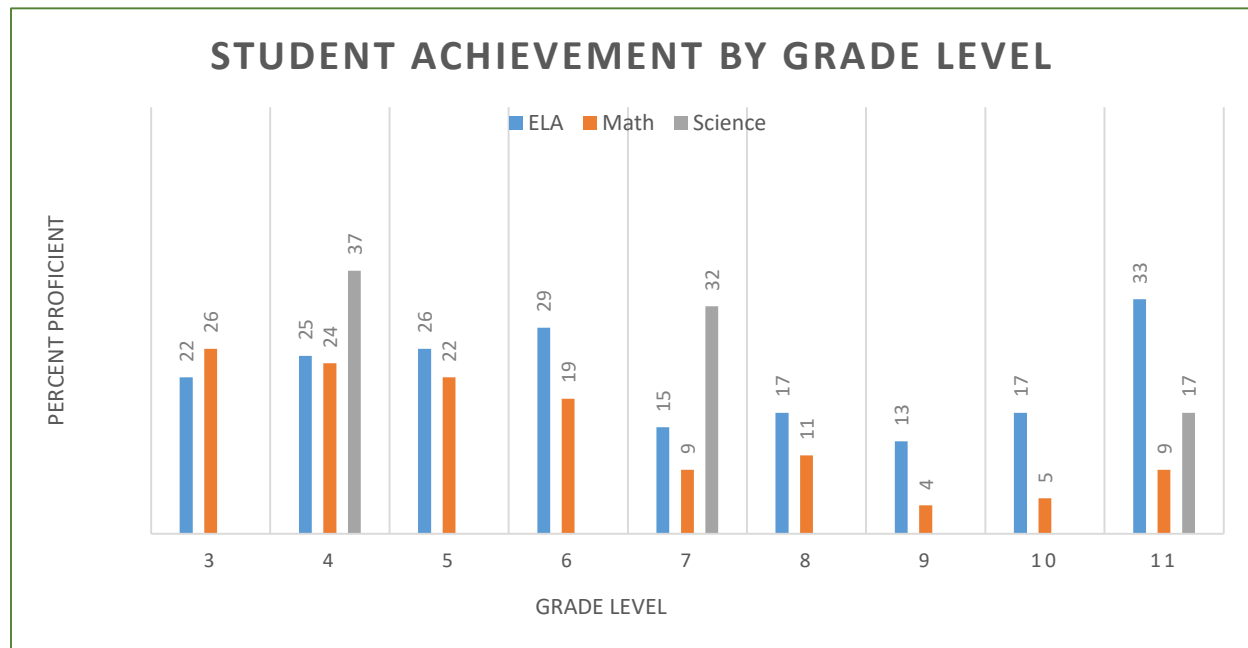


There was an increase in American Indian students who are nearing proficiency. With instructional support, these students will be given tools and skills they need to show proficiency in the succeeding school year. The urgency to move basic and below basic students to nearing proficient or proficient levels. The district's focus on a standards-based learning system will push these students towards proficiency and beyond. There is a 6 percentage point difference between the GCCS average proficiency and the American Indian subgroup.



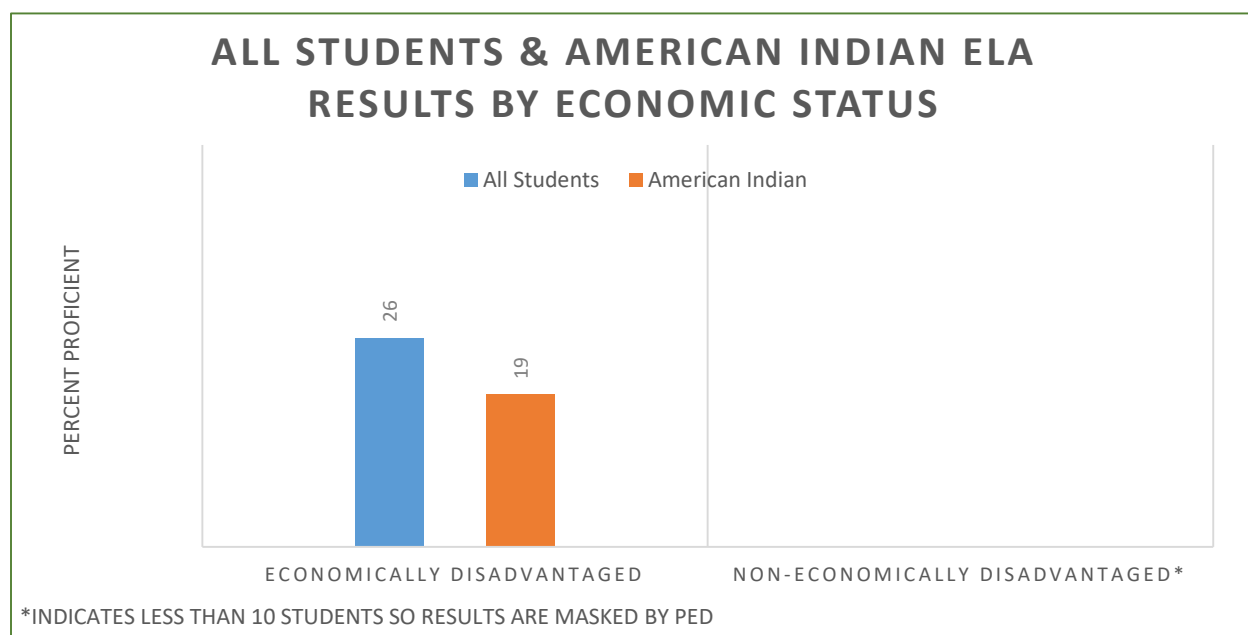
Subgroup gaps in proficiency are also evident in science which will be addressed by a heightened focus on standards. There is an 11 percentage point difference between the GCCS average proficiency and the American Indian subgroup.

PROFICIENCY BY GRADE LEVEL

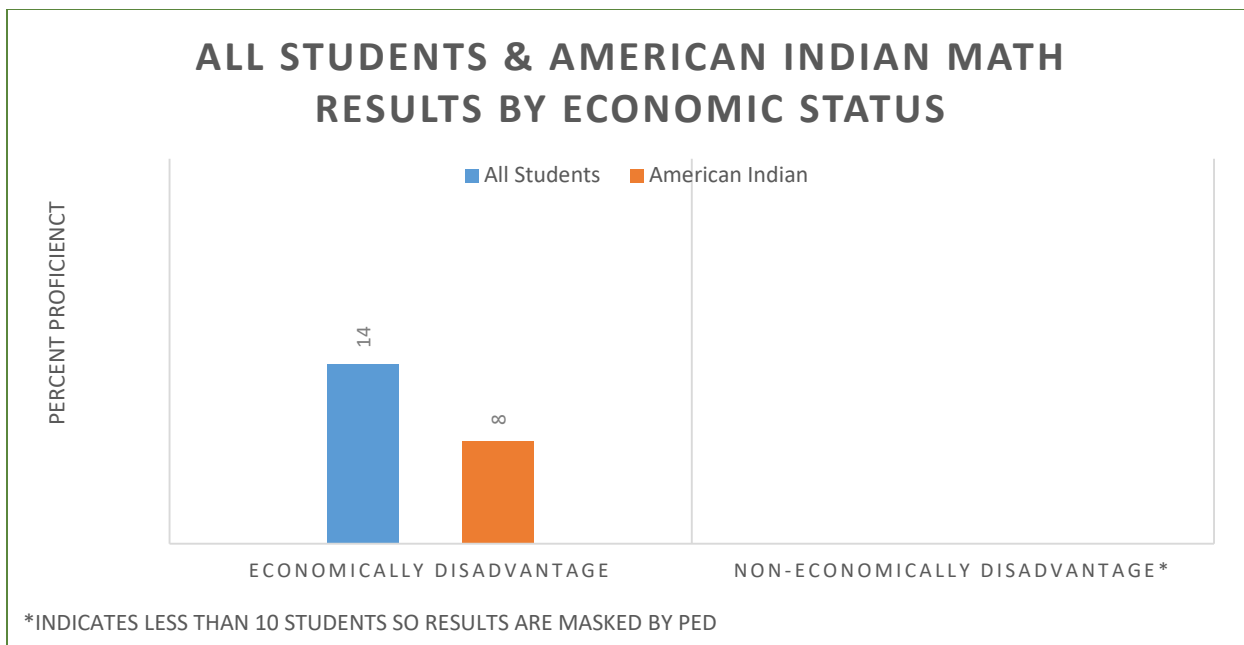


ELA proficiency was highest in the 6th grade (29%) at the elementary level and 11th grade (33%) at the secondary level. Math proficiency was highest in the 3rd grade (26%) at the elementary level and 8th grade (11%) at the secondary level. Among the three grade levels that take the science assessment, proficiency was highest in the 4th grade (37%).

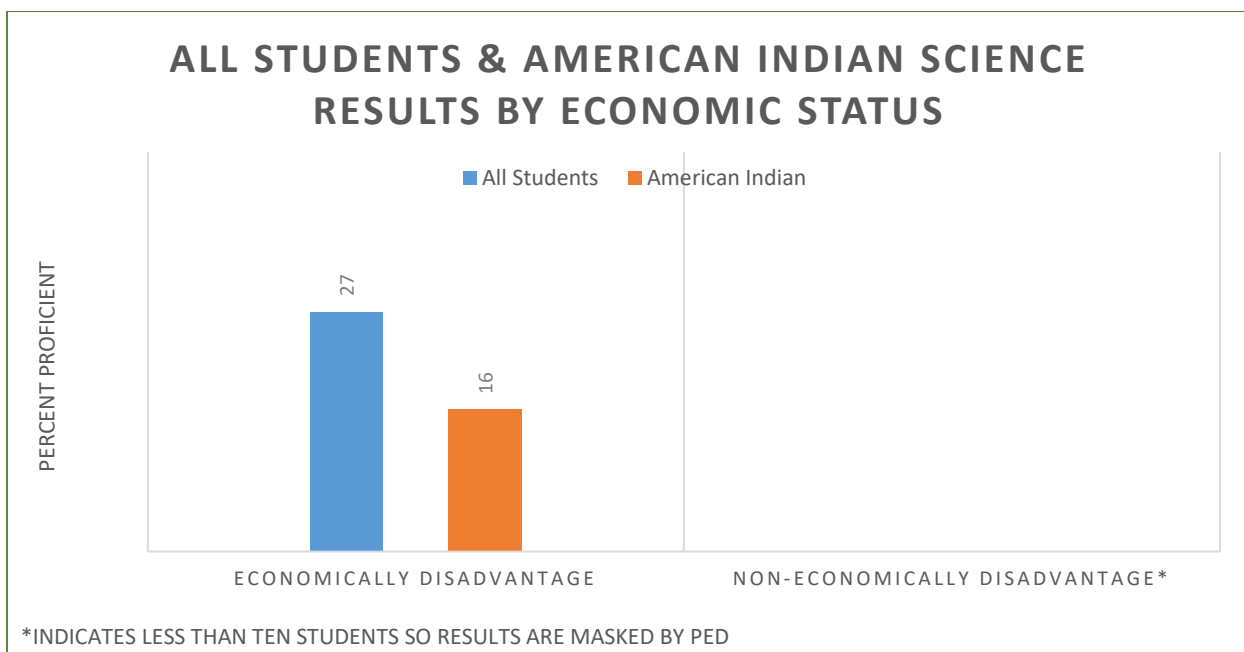
PROFICIENCY BY ECONOMIC STATUS



There is a 7 percentage point difference between the GCCS average proficiency and the American Indian subgroup in the economically disadvantaged category.

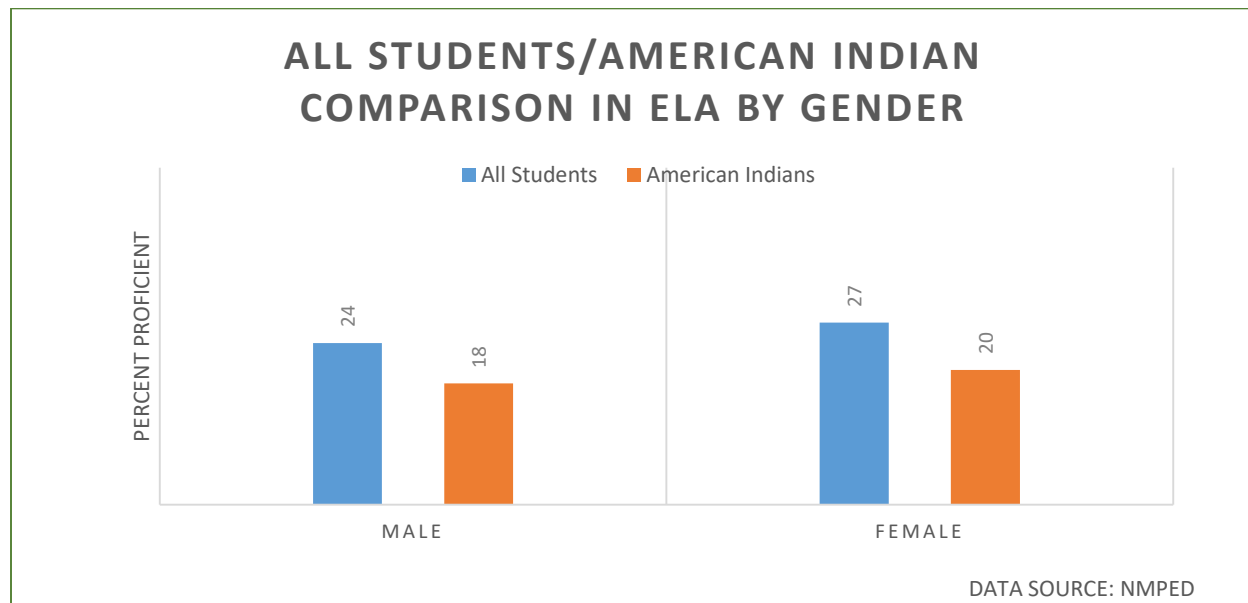


There is a 6 percentage point difference between the GCCS average proficiency and the American Indian subgroup in the economically disadvantaged category.

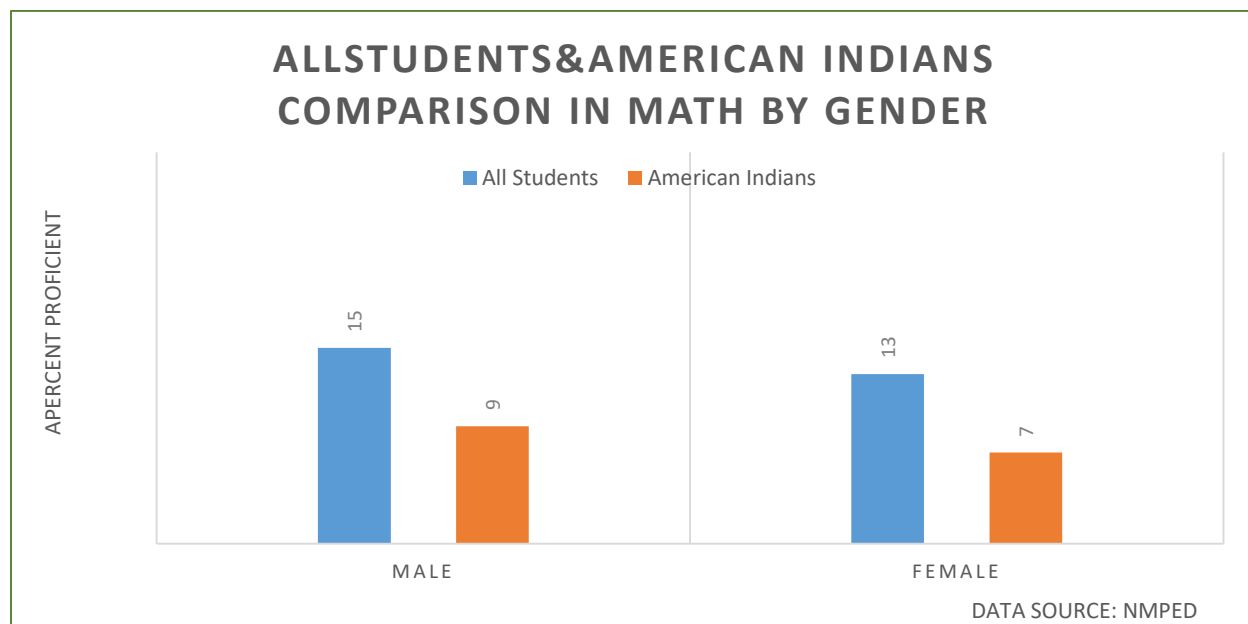


There is an 11 percentage point difference between the GCCS average proficiency and the American Indian subgroup in the economically disadvantaged category.

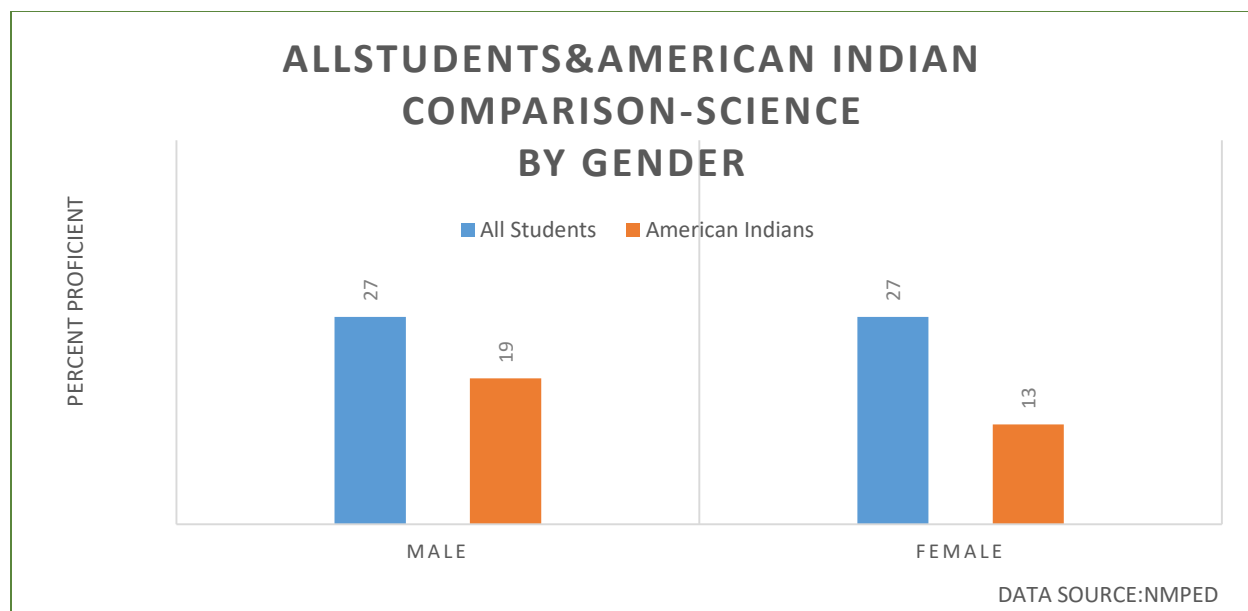
PROFICIENCY BY GENDER



The GCCS average proficiency in ELA of female students was greater than male students. Female AI students outperformed male AI students in ELA. There is a 6 percentage point difference between the GCCS male average proficiency and the American Indian male subgroup. There is a 7 percentage point difference between the GCCS female average proficiency and the American Indian female subgroup.

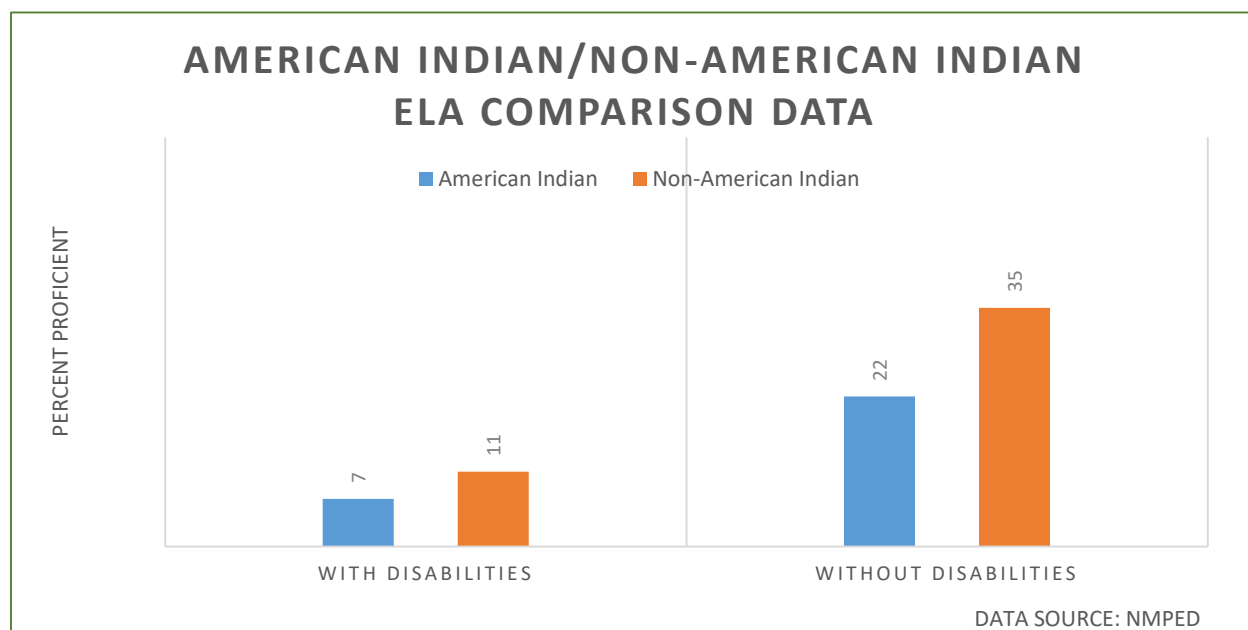


The GCCS average proficiency in math of male students was greater than female students. Male AI students outperformed female AI students in math. There is a 6 percentage point difference between both male and female GCCS average proficiencies and the corresponding American Indian subgroups.

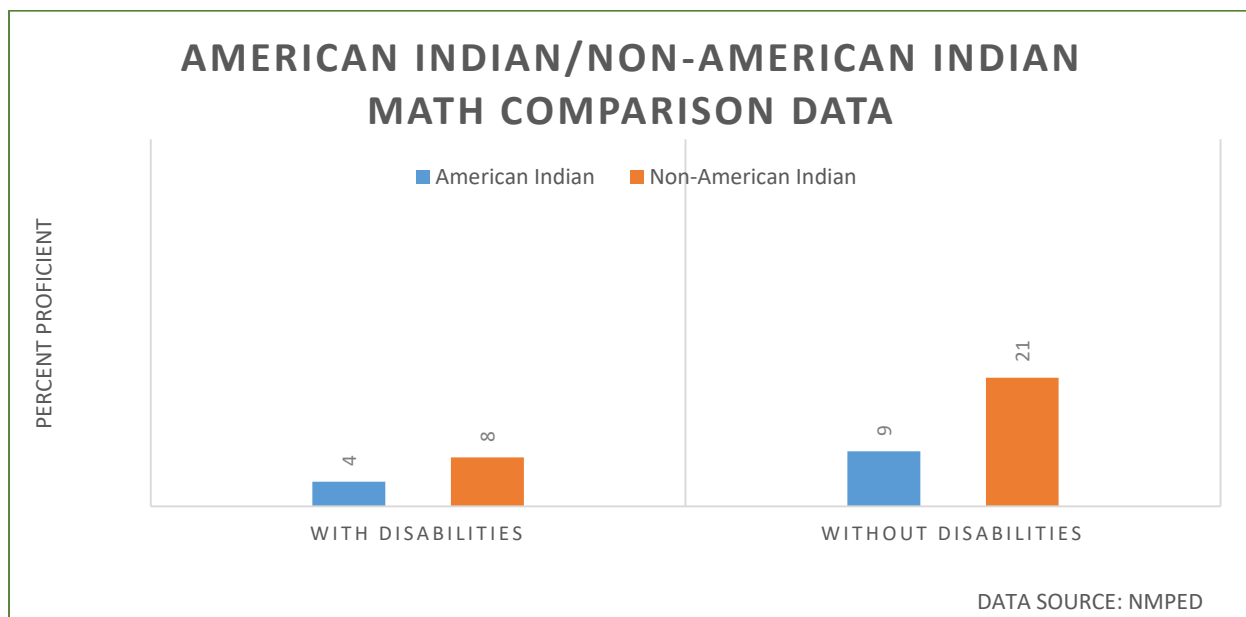


The GCCS average science proficiencies of male and female students were identical. Male AI students outperformed female AI students in science. There is an 8 percentage point difference between the GCCS male average proficiency and the American Indian male subgroup. There is a 14 percentage point difference between the GCCS female average proficiency and the American Indian female subgroup.

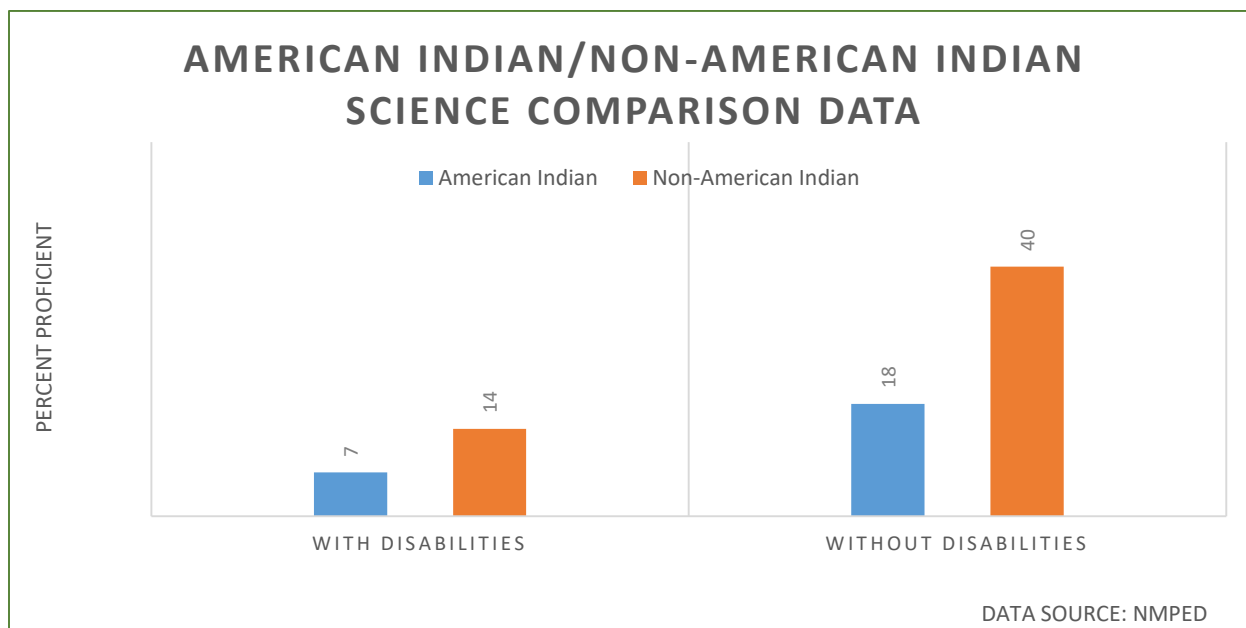
PROFICIENCY BY STUDENTS WITH DISABILITIES



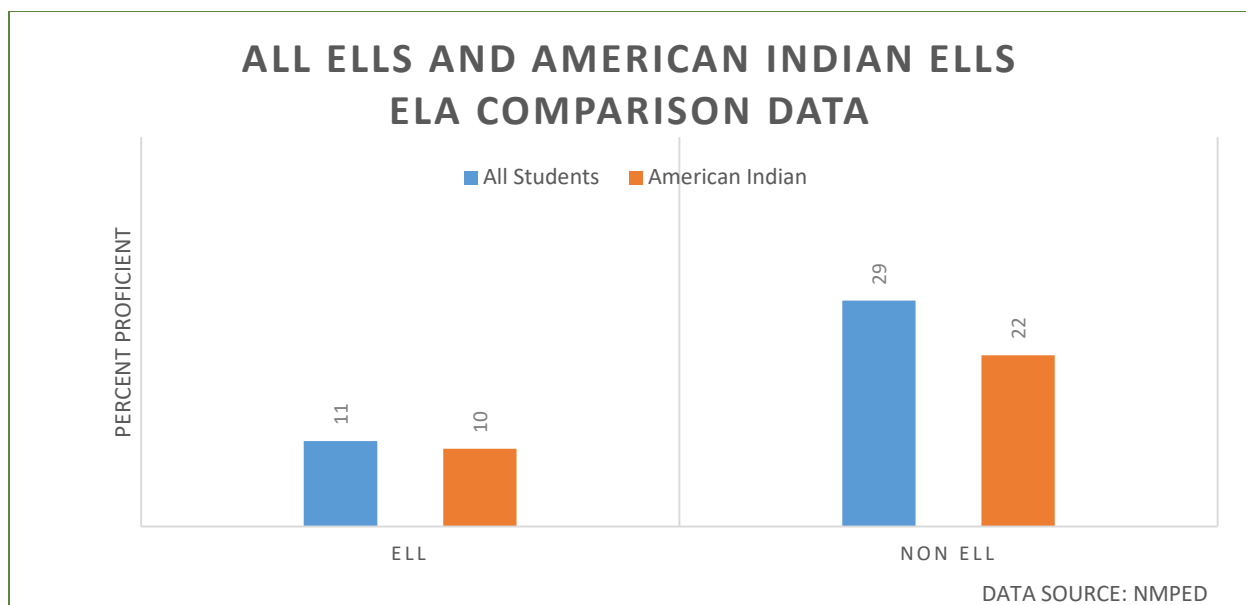
Both subgroups of AI students with and without disabilities performed poorer than the corresponding Non-AI student subgroups. There is a 4 percentage point difference between the Non-AI and AI students with disabilities subgroups. There is a 13 percentage point difference between the Non-AI and AI students without disabilities subgroups.



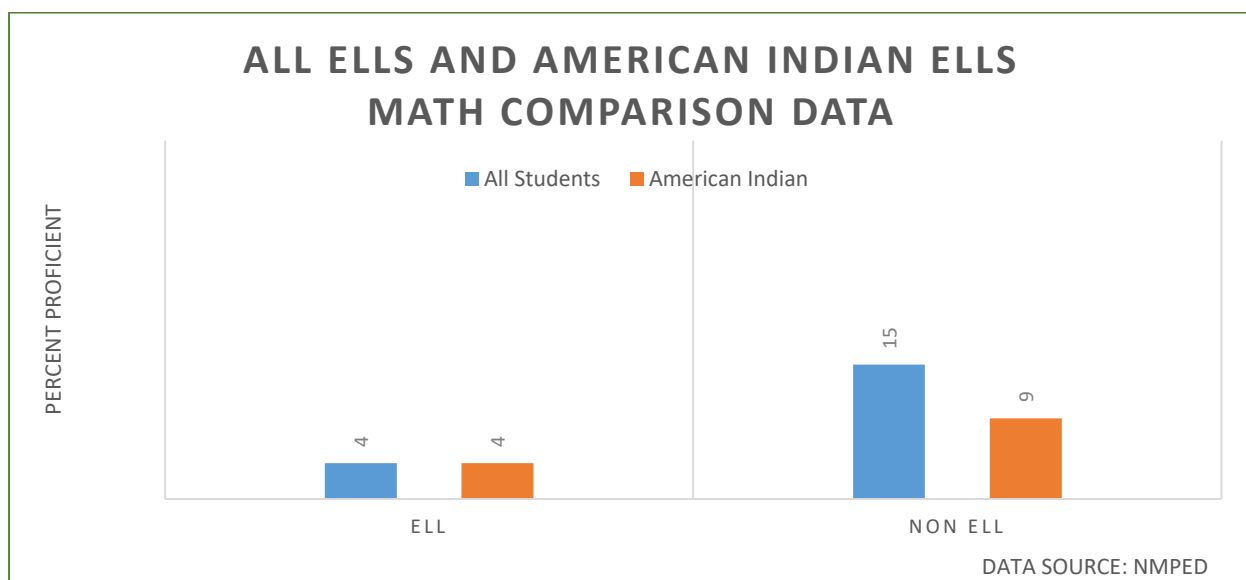
Both subgroups of AI students with and without disabilities performed poorer than the corresponding Non-AI student subgroups. There is a 4 percentage point difference between the Non-AI and AI students with disabilities subgroups. There is a 12 percentage point difference between the Non-AI and AI students without disabilities subgroups.



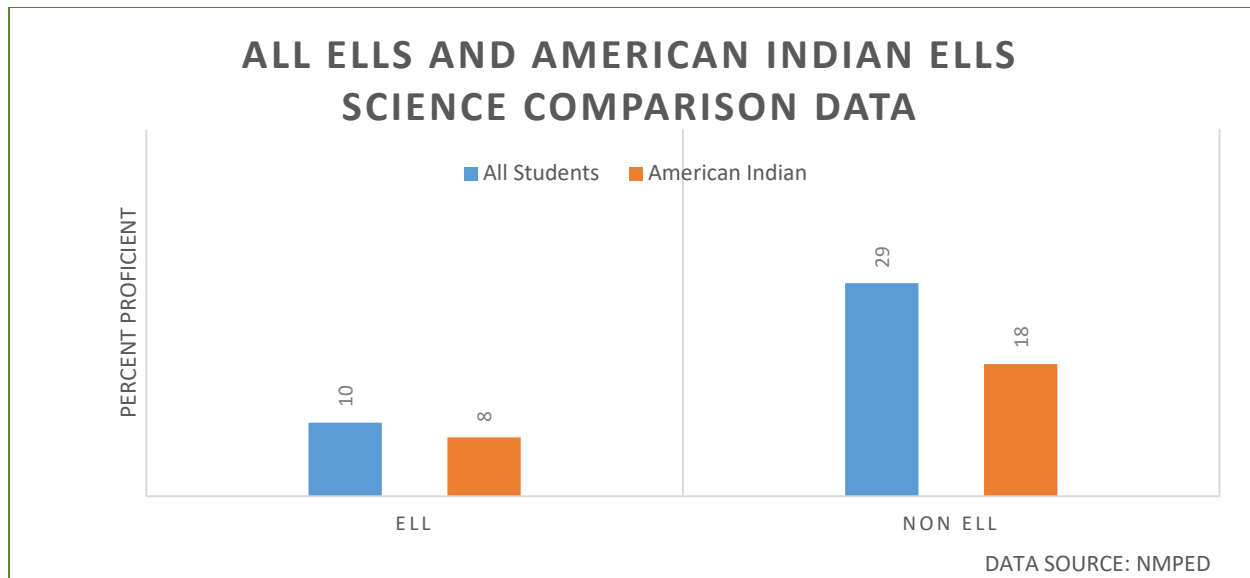
Both subgroups of AI students with and without disabilities performed poorer than the corresponding Non-AI student subgroups. There is a 7 percentage point difference between the Non-AI and AI students with disabilities subgroups. There is a 22 percentage point difference between the Non-AI and AI students without disabilities subgroups.



There is a 1 percentage point difference between the GCCS ELL average proficiency and the American Indian ELL subgroup. There is a 7 percentage point difference between the GCCS Non-ELL average proficiency and the American Indian Non-ELL subgroup.



There is no difference between the GCCS ELL average proficiency and the American Indian ELL subgroup. There is a 6 percentage point difference between the GCCS Non-ELL average proficiency and the American Indian Non-ELL subgroup.



There is a 2 percentage point difference between the GCCS ELL average proficiency and the American Indian ELL subgroup. There is an 11 percentage point difference between the GCCS Non-ELL average proficiency and the American Indian Non-ELL subgroup.

2: SCHOOL SAFETY

OBJECTIVE

To ensure that students in New Mexico schools attend safe, secure, and peaceful schools. GCCS has implemented some programs to address student safety in every campus. These programs focused on the security, safety and well-being of our students, staff and the whole school community.

BACKGROUND

New Mexico, like any other states, looks at strategies to keep students, staff, and faculty safe in schools. At Grants/Cibola County Schools, safety of students, staff, faculty and the rest of the community is a priority. The School Safety plan offers new research and new approaches with the intent to:

- ❖ assist schools and their community partners in the revision of the school-level safety plans;
- ❖ prevent an occurrence and/or recurrences of undesirable events;
- ❖ properly train school staff, faculty, and students to assess, facilitate, and implement response actions to emergency events; and
- ❖ provide the basis for coordinating protective actions prior to, during, and after any type of emergency.

New Mexico school districts have developed supports to ensure the safety of students within the schools. These provisions include the following: policies and procedures for school safety, safety committees, safety implementation plans, prevention plans, anonymous tip lines, emergency response plans, recovery plans, safe schools reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB).

<http://ped.state.nm.us/sfsb/safeschools/>

METHODS

The district and each school site submit their safety plans and data for PED review. The PED reviews the plans and data to determine whether additional assistance is necessary to ensure students have a safe school environment.

Behavioral incidence data were collected by each school in the district and recorded in the district's student information system. Data were summarized and collapsed into the most highly reported student infractions.

Sources: New Mexico Public Education Department, Student Teacher Accountability Reporting System (S.T.A.R.S.).

RESULTS

The school district has in place required district training for all district personnel. The trainings include: Coronavirus Awareness, Blood Borne Pathogens, Active Shooter, Making Schools Safe and Inclusive for LGBTQ Students, Bullying: Recognition and Response, Students Experiencing Homelessness: Awareness and Understanding, Fire Extinguisher Safety, Sexual Harassment: Student Issues and Response, and Child Abuse: Mandatory Reporting. Moreover, additional training is mandated to teachers to equip them with the appropriate tools to effectively serve all students. These are: Introduction to the "Whole Child" Initiative and Social Emotional Learning, Social-Emotional Learning: Supports to Help All Learners, Diversity and Inclusion: Culturally Responsive Pedagogy, Understanding Response to Intervention (RTI) and the Tiers of Response, The Characteristics of Giftedness - Project Linking Learning, and Poorest Students Often Miss Out on Gifted Classes.

Also in place in each school site are the Discipline Policy, Staff Handbook, Emergency Drills in every building, Food Safety Inspections, Integrated Pest Management, Tobacco, Alcohol and Drug Free Schools are enforced, School Safety Committees, School Resource Officers (SROs at secondary schools), school maps, Emergency protocols, Prevention, Protection, and Mitigation plans, Lock Downs, there are written protocols in place that include: School-based health services, infectious and communicable disease prevention that include Pandemic Influenza Prevention, Behavioral and Mental Health, and a District Wellness Policy.

The behavioral data for 2019-2020 school year showed that the number of reported discipline incidents increase as students move up in grade level; the number of incidents peaks in the early stages of high school. The number of reported incidents begin to slowly decline as students progress through high school. The most common discipline infraction is *Other Weapons/Substance Abuse/Gang Activity*, making up about 24.4% of the total number of reported incidents; followed by Assault/Battery, making up about 22.2% of the total number of reported incidents. Approximately 57.8% of the reported incidents involved an AI student.

CONCLUSION

The school district effectively communicates with district personnel to comply with district training requirements each year. Policies related to safety and health are in place districtwide. Protocols related to each area listed above are in place at each site.

Out of the 3,411 students (80th day count), there were only 45 total infractions for the whole year. These infractions were dealt with accordingly. GCCS has put together District Discipline Policy Handbooks for the elementary level and the secondary level and has been in coordination with other local agencies for collaboration regarding Positive Behavioral Interventions and Supports and on behavioral management strategies.

ACTION PLAN

Consistent implementation of protocols and policies at each location is necessary. GCCS will continue to be vigilant in monitoring students' behavior patterns and continue to coordinate with other local government agencies and apply early behavioral interventions and supports. School counselors, together with the school attendance liaisons, and school administrators will closely monitor students who are repeat offenders and utilize early interventions whenever possible. The presence of School Resource Officers (SROs) has been very helpful in preventing violent incidences in the schools they serve.

GCCS will continue to employ prevention strategies designed to promote positive student behaviors and to appropriately address misbehaviors. Working in close partnership with local law enforcement, our school counselors, attendance liaisons, and school administrators have designed early intervention programs to help de-escalate violent behaviors and to promote positive behaviors.

GCCS 2019-2020 Infraction Summary:

Infraction Details By Grade Level	Grade Level										
	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
11 - Other Violence - General (includes threat or intimidation)							-			-	-
13 - Disorderly Conduct							-	-			-
4 - Assault/battery aggravated with hands/feet/fist					-	-	-		-		-
42 - Breaking/Entering/Larceny							-				-
46 - Other Vandalism - Describe in Comment Field 15							-				-
5 - Assault/ battery simple	-		-		-		-	-	-		10
51 - Weapons Possession - Knife/Cutting									-		-
55U - Alcohol Violation - Use										-	-
56 - Tobacco Use			-	-			-				-
57 - Other Weapons/ Substance Abuse/Gang Activity - Describe in Comment Field 15					-		-		-	-	11
63 - Other Firearms Possession - Describe in Comment Field 15			-					-			-
Grand Total	-		-	-	-	-	17	-	-	-	45

Note: Numbers for categories with fewer than 10 students/incidences are masked in order to protect student privacy.

GRANTS CIBOLA COUNTY SCHOOLS – DIVERSITY AND INCLUSION DEPARTMENT

Infraction Details	American Indian	All Students
11 - Other Violence - General (includes threat or intimidation)	-	-
13 - Disorderly Conduct	-	-
4 - Assault/battery aggravated with hands/feet/fist	-	-
42 - Breaking/Entering/Larceny		-
46 - Other Vandalism - Describe in Comment Field 15	-	-
5 - Assault/battery simple	-	10
51 - Weapons Possession - Knife/Cutting	-	-
55U - Alcohol Violation - Use	-	-
56 - Tobacco Use	-	-
57 - Other Weapons/Substance Abuse/Gang Activity - Describe in Comment Field 15	11	11
63 - Other Firearms Possession - Describe in Comment Field 15		-
Grand Total	26	45

Note: Numbers for categories with fewer than 10 students/incidences are masked in order to protect student privacy.

3: GRADUATION RATE

OBJECTIVE

The graduation objective is to ensure that all American Indian (AI) students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The high school experience and diploma together provide students with solid preparation for college and career readiness.

BACKGROUND

Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjusted cohort graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diplomas or who take longer than four years to graduate. Numerous statistics and reports from the US Department of Labor indicate the importance of a high school diploma and reflect the high economic costs of not completing high school. Since 2003, New Mexico has reported on a 5-year cohort graduation rate for American Indian (AI) students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence.

METHODS

The cohort consists of all students who were first-time freshmen four years earlier and who graduated by August 1 of their 4th year. Additionally, cohorts are tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate. Targets for graduation, called School Growth Targets (SGT), were reset and approved by the United States Department of Education (USDOE) in the spring of 2012. These targets are 4-year cohort graduation rates, which are anticipated to reach 85 percent by 2020.

RESULTS

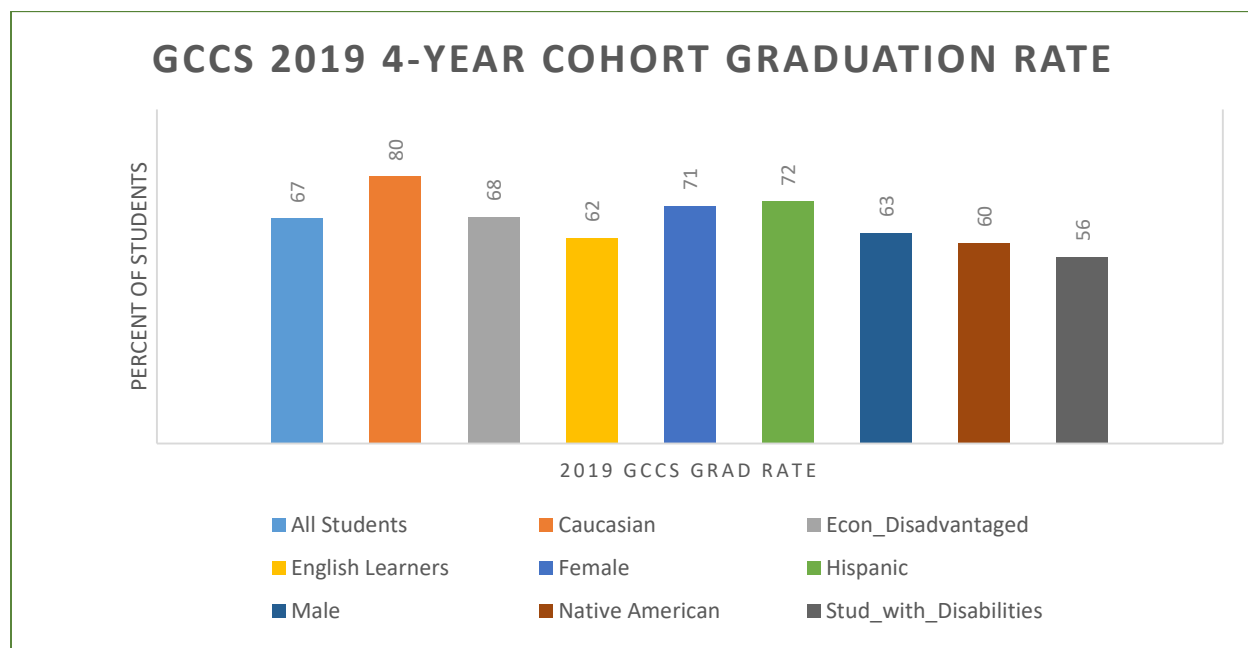
The graphs below show the summary of graduation rates disaggregated based on the following subgroups: ethnicity, gender, students who are economically disadvantaged, students with disabilities, and English Language Learners. For the American Indian (AI) subgroup, comparative data were graphed for 2018 and 2019 4-yr cohort graduation rate.

CONCLUSION

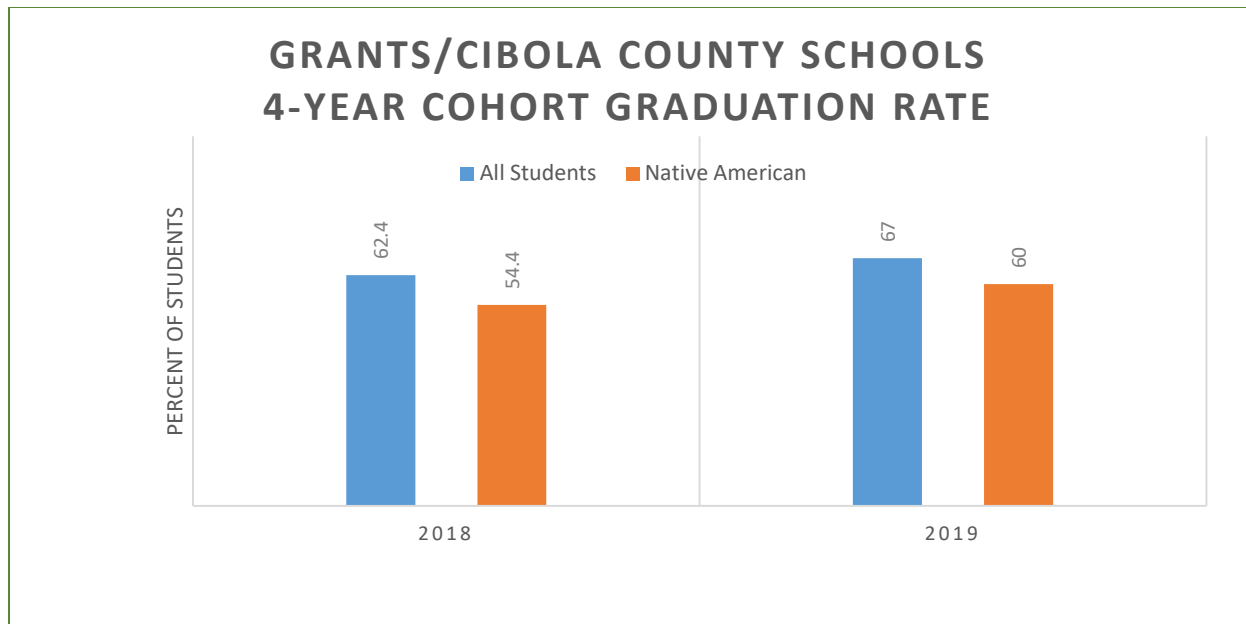
Overall, the number of AI student graduates have increased from 2018 to 2019. AI students continue to have one of the lowest graduation rate when compared to other student groups. The IED's support for AI students in achieving graduation is ongoing with the creation and implementation of multiple programs specifically for AI students attending district schools.

ACTION PLAN

The district will continue to work with tribal communities, tribal governments, and tribal departments of education to discuss ways of helping American Indian students in obtaining the high school diploma. AI students who need extra support will be identified and will be in focus groups for more rigorous intervention plans. After school tutoring has been in place to assist students experiencing difficulty with their courses and to increase their chances of successfully completing those courses. Also in place are the dual credit and credit recovery programs which help the students earn credits they need to graduate on time.



There is a 7 percentage point difference between the GCCS average graduation rate and the American Indian subgroup. Aside from the economically disadvantaged subgroup, all the other subgroups have higher graduation rates than the AI subgroup.



American Indian graduation rate increased from 2018 to 2019. However, there is still a relatively smaller gap between All Students and American Indian subgroup. The percentage point difference between the GCCS average graduation rate and the American Indian subgroup decreased from 2018 to 2019.

4: ATTENDANCE

OBJECTIVE

The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in dropout rate and increase in attendance.

BACKGROUND

The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student, with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building capacity of truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

METHODS

The Compulsory School Attendance Law requires districts to maintain an attendance policy that provides for the early identification of students with unexcused absences and truancy while providing intervention strategies that focus on keeping truants in an educational setting. NM districts identify these students using demographic data obtained from the Student Snapshot and Membership (school cumulative enrollment between the first and last days of the school year) records stored in Student Teacher Accountability Reporting System (STARS). Student membership is collected and reported at the school, district, and state level, including the number of pupils in each of several categories from grades K (kindergarten) through 12. Dropout data and rates are calculated only for grades 7–12. Dropout statistics provide the number of students dropping out in a given school year and are collected at the school district level. These statistics are then reported to the PED. Additional information can be found for dropout rates on the PED website.

The school districts and charter schools report absences with excused and unexcused identifiers through the STARS. They certify that the information is being reported consistently at intervals at the 40th-, 80th-, and 120th-day, and end-of-year in a manner as specified by the PED. Average Daily Attendance is based on the total number of days present of all students enrolled at the school at any time during the school year divided by the total number of days in membership of

all students enrolled at the school at any time. Includes both excused and unexcused absences. A student is considered habitually truant if he or she has a total of 10 or more full days, unexcused absences in a school year within that district. Student stability is defined as the percent of students enrolled in the first 40-day STARS snapshot who were also enrolled in the final EOY snapshot.

Source: New Mexico Public Education Department, Student Teacher Accountability Reporting System (S.T.A.R.S.)

RESULTS

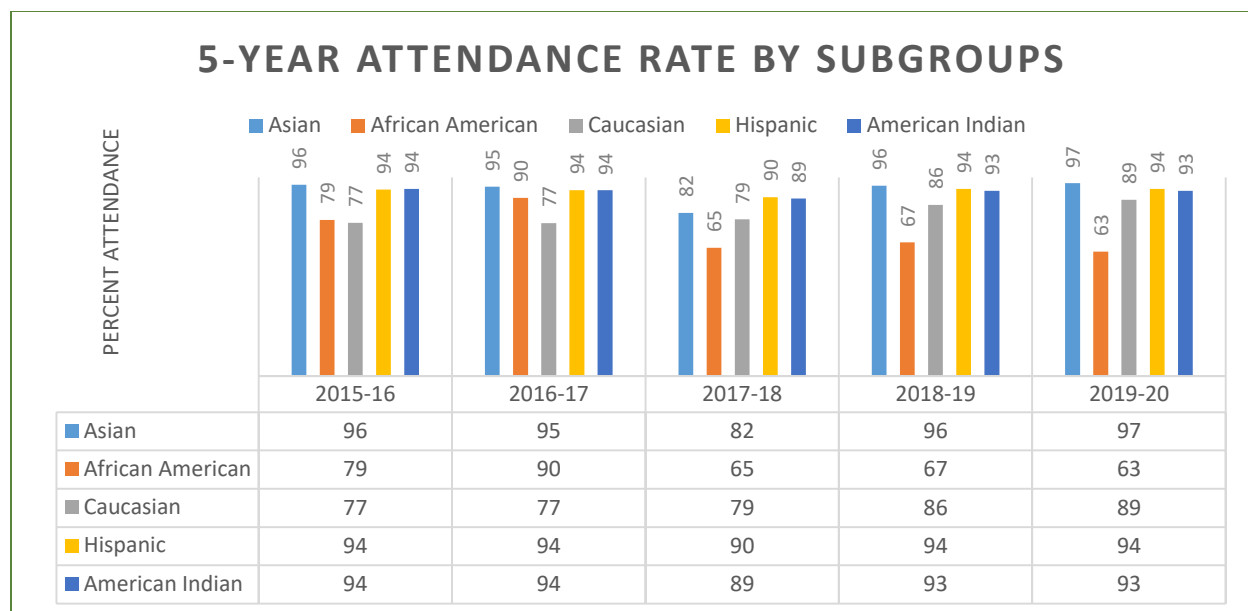
The results below indicate that AI students consistently have attained a high attendance rate over a span of five years. The attendance rate of the AI subgroup is higher than two other subgroups throughout the five years. Though from 2016-2017 school year, there was a 5 percentage point drop in 2017-2018 school year and a 1 percentage point drop for both 2018-2019 and 2019-2020 school years, the AI attendance rate stayed at 89% or higher.

CONCLUSION

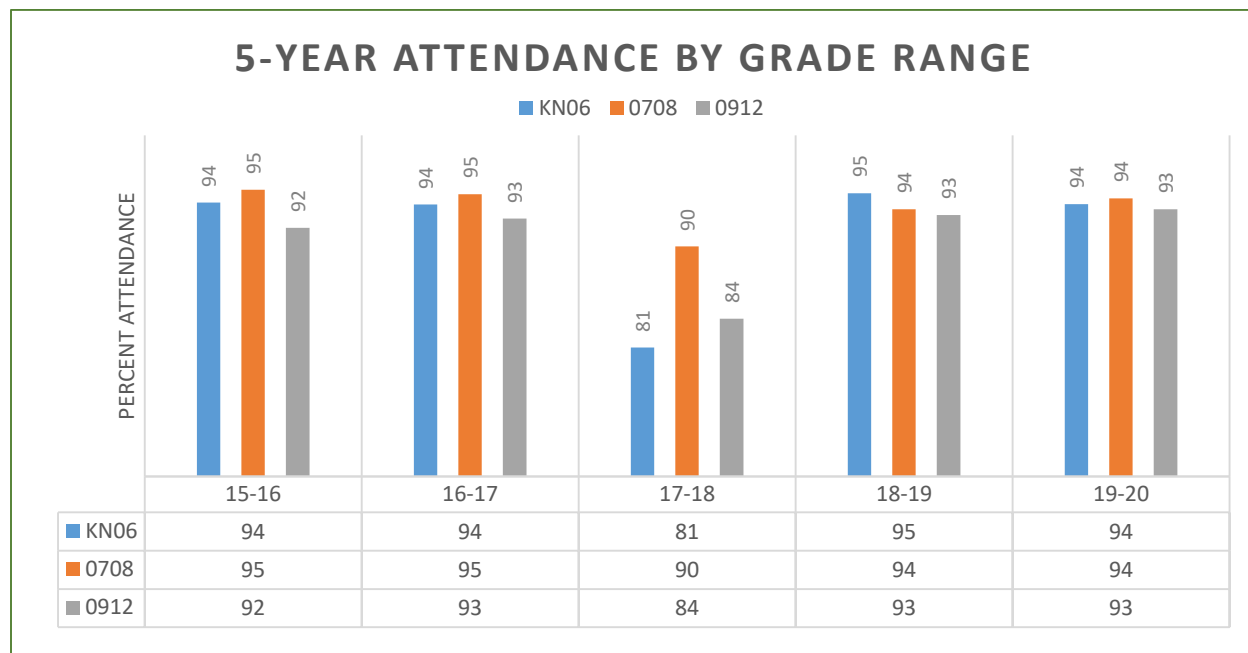
The attendance rate for American Indian students stayed constant from the previous school year. GCCS made it a priority to increase attendance rates for all students. The district has been improving the monitoring of absences, increasing communication with parents, and creating a climate in which students appreciated the value of coming to school.

ACTION PLAN

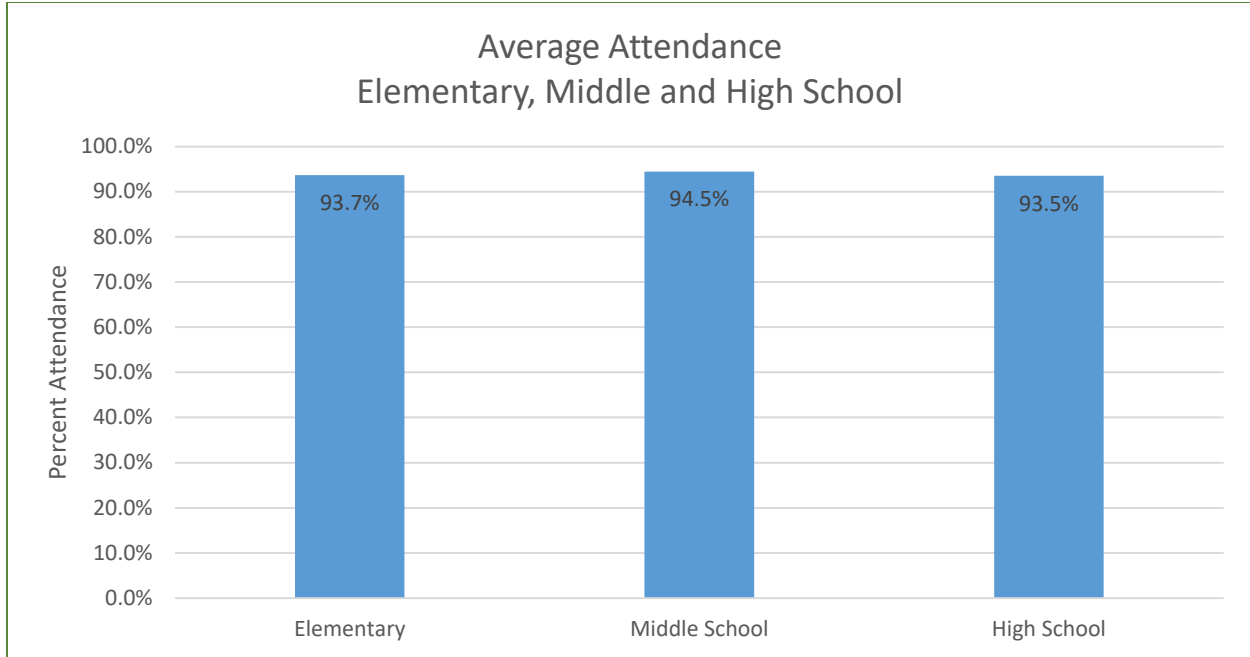
The school district will continue to work with and support the district school sites, tribal education departments, and parents to identify strategies in addressing attendance issues specific to American Indian students. The Diversity and Inclusion Department will assist school sites in working with parents and teachers to decrease AI student disenrollment, dropout rate, and truancy.



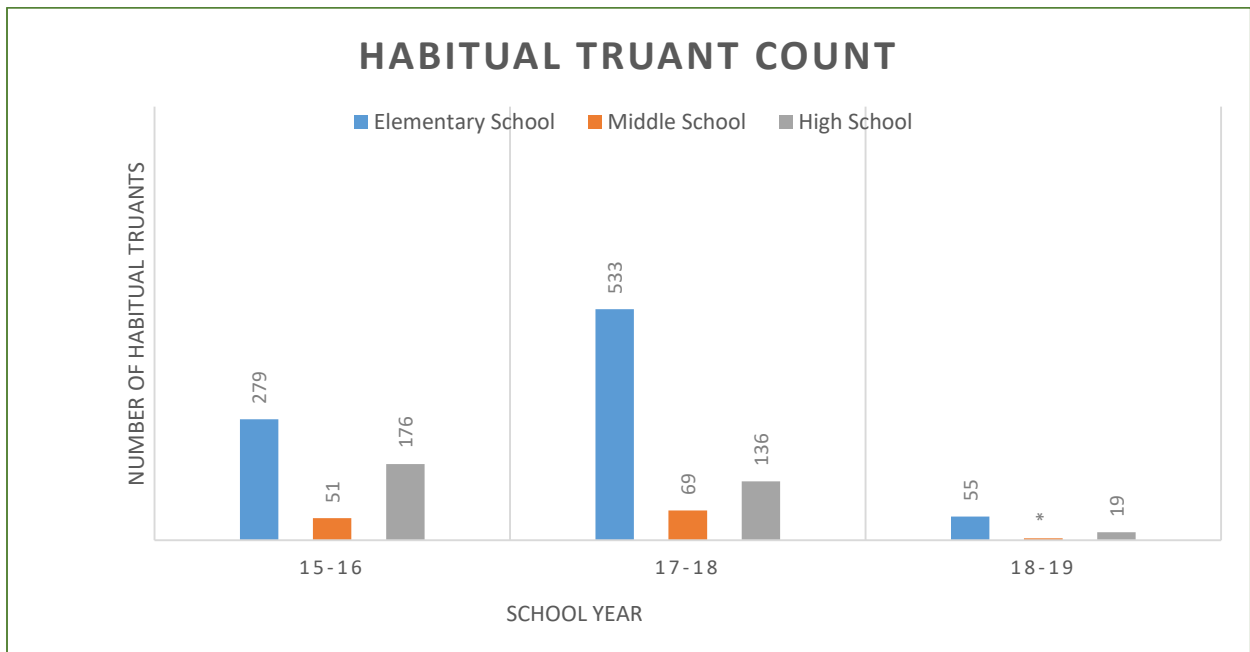
The attendance rate of AI students was consistently high over a span of five years. The yearly attendance rate of the AI subgroup is higher than two other subgroups throughout the five years.



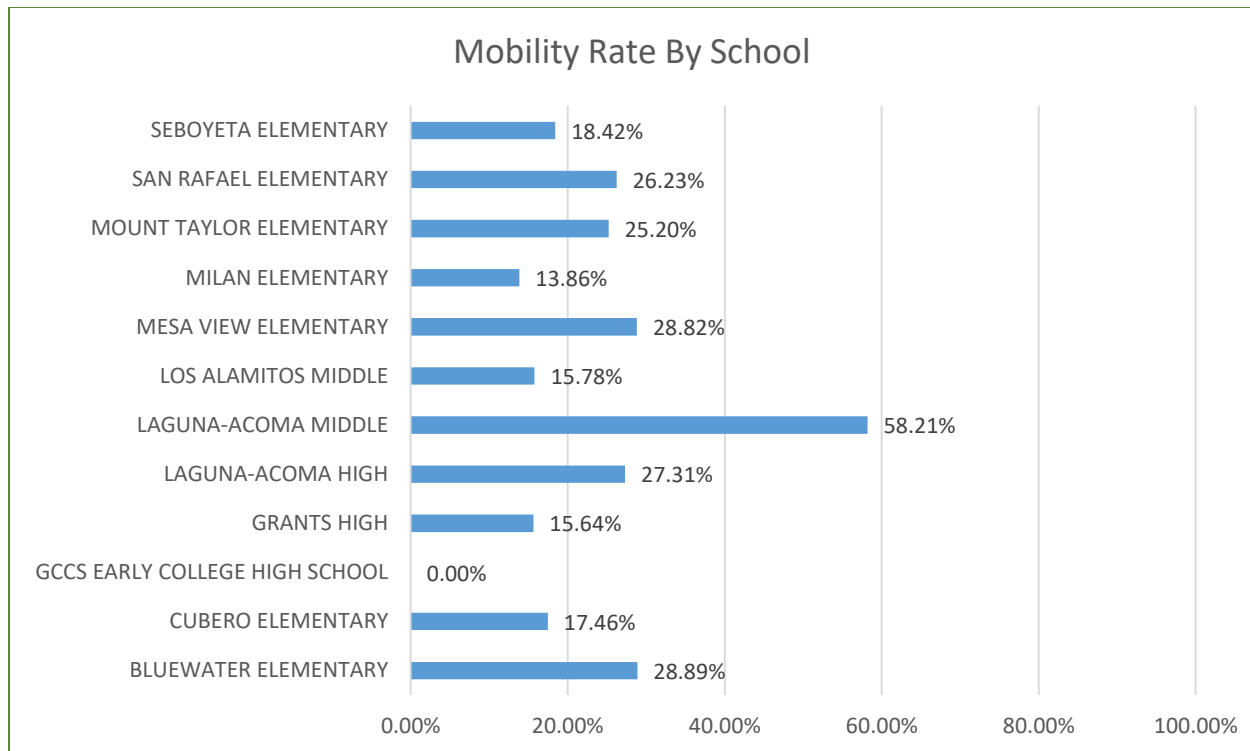
The attendance rates for the three grade level bands decreased in 2017-2018 school year, then increased the following year. With the exception of 2017-2018 school year, there were very minimal changes to the attendance rates of the three grade level bands.



The middle school subgroup has the highest average attendance rate among the three subgroups at 94.5%.



Note: Numbers for categories with fewer than 10 students/incidences are masked in order to protect student privacy. There was a significant decrease in the habitual truant count for each of the three subgroups from the 2017-2018 school year to the 2018-2019 school year.



With the exception of the GCCS Early College High School, the mobility rate of all the other schools in the district are fairly significant.

5: PARENT AND COMMUNITY INVOLVEMENT

OBJECTIVE

The parent and community objective is to ensure that parents; tribal departments of education; community-based organizations; urban AI community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for AI students by encouraging and fostering parental and community involvement within public and charter schools.

BACKGROUND

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

METHODS

The Indian Parents Advisory Committee was created to utilize support from parents. The committee members' roles were to disseminate district information to parents and to inform the district of the concerns of parents. The committee helps make the communication between parents and the district more open and robust.

There were Grandma's Clubs formed at the elementary schools. Grandmas would show up in the classrooms, coordinate with teachers, and help the teachers and students any way they can. They serve as extra hands for teachers in the teaching-learning process.

Some schools do Parents' Night where parents show up in school and do some cooking for the teachers and students. The open houses done by each school site allow parents to interact with their students' teachers and give them the opportunity be involved in school activities and in their students' education.

There was a plan in place for the 6th Annual STEAM Conference to be held at Laguna-Acoma Jr./Sr. High School which got cancelled due to the COVID-19 pandemic. Since this event's inception, parents have been encouraged to attend and share the motivational and learning experience with their children.

RESULTS

With 2019-2020 as an exception, the STEAM Conference has always received praises by student, parent, and community participants. Grandma's Clubs in the elementary schools have been a great support system to young students and to teachers alike. Parent's Nights were celebrated at the school sites which positively impact school culture and student learning.

With the support of the Indian Parent Advisory Committee, communications between the district and parents continues to improve and flourish.

CONCLUSION

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

ACTION PLAN

GCCS seeks to support activities that demonstrate a positive impact on student achievement and well-being throughout the school year. Additional support is continuously sought to increase parental involvement in the education of students by exploring alternative venues to communicate availability of resources to students and families.

6: EDUCATION PROGRAMS TARGETING TRIBAL STUDENTS

OBJECTIVE

The tribal students' educational programs' objective is to recognize support of the unique cultural and educational needs of American Indian (AI) students enrolled in Grants Cibola County Schools (GCCS).

BACKGROUND

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

METHODS

GCCS is committed to serving the needs of AI students through the provision of quality educational programs. These programs include but are not limited to: intervention programs in reading and mathematics; Native Language and Culture Programs (i.e. Acoma Keres Language and Culture, Laguna Keres Language and Culture, Navajo Language and Culture, Native American Studies); Mathematics, Engineering, and Science Achievement (MESA) Program; Edgenuity Credit Recovery Program; and Dual Credit Courses through New Mexico State University - Grants (NMSU-Grants).

For the past five (5) years, the school district has provided tutoring for students attending Los Alamos Middle School, Grants High School, and Laguna-Acoma Jr./Sr. High School. For two (3) years, transportation has been provided for students from the Pueblo of Acoma, Pueblo of Laguna, and Baca-Prewitt Chapter.

RESULTS

American Indian student participation in these programs and activities helped motivate students to do well in school as well as increased self-esteem and identity, better attendance, and a sense of belonging to the school's culture. Teacher and student comments express that these services are benefitting them and their American Indian students.

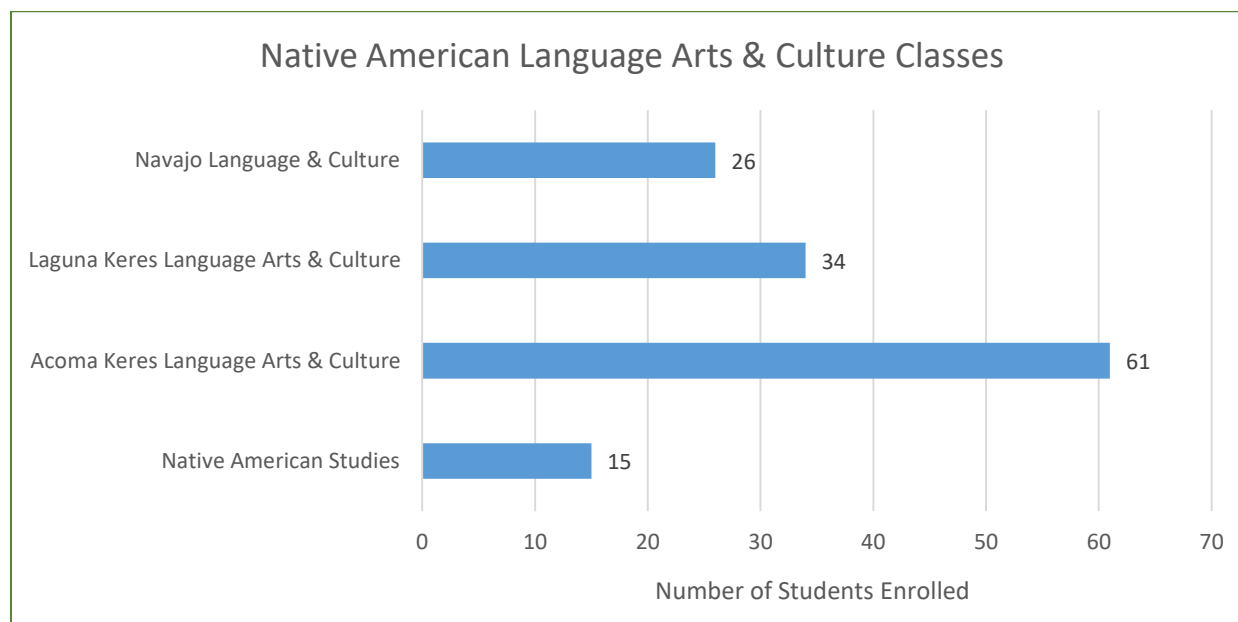
Through the language and culture classes, AI students are being exposed to Native values and cultures that would enable them to gain respect for others' and their own culture and identity.

CONCLUSION

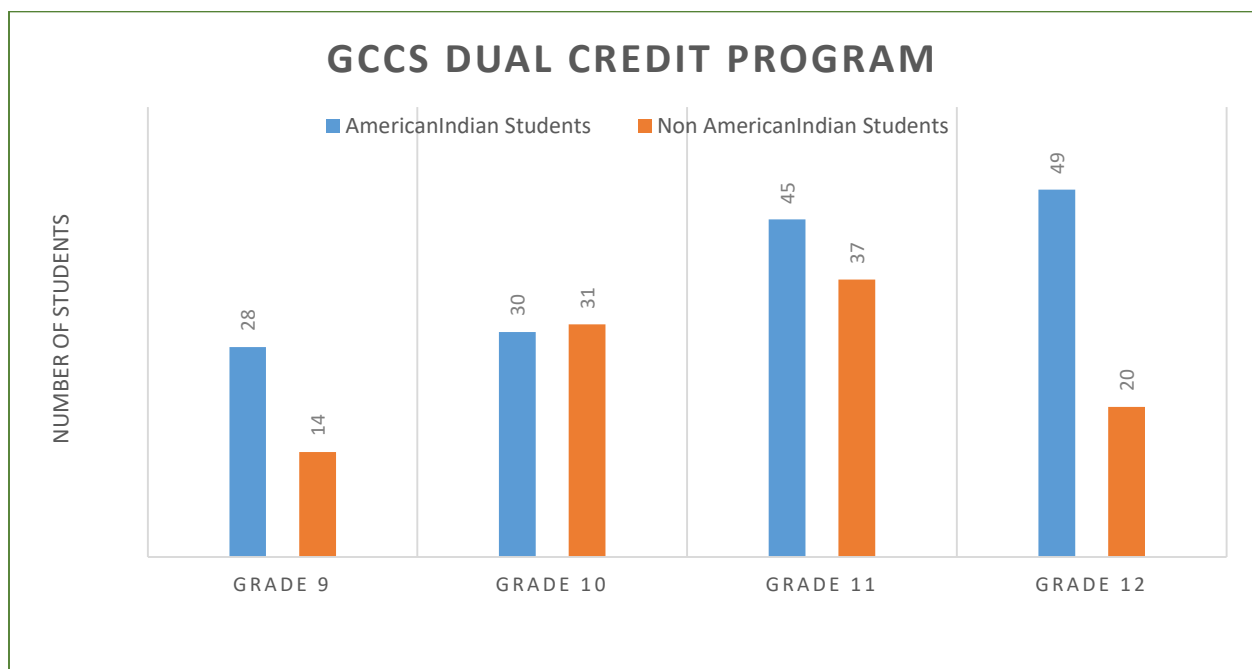
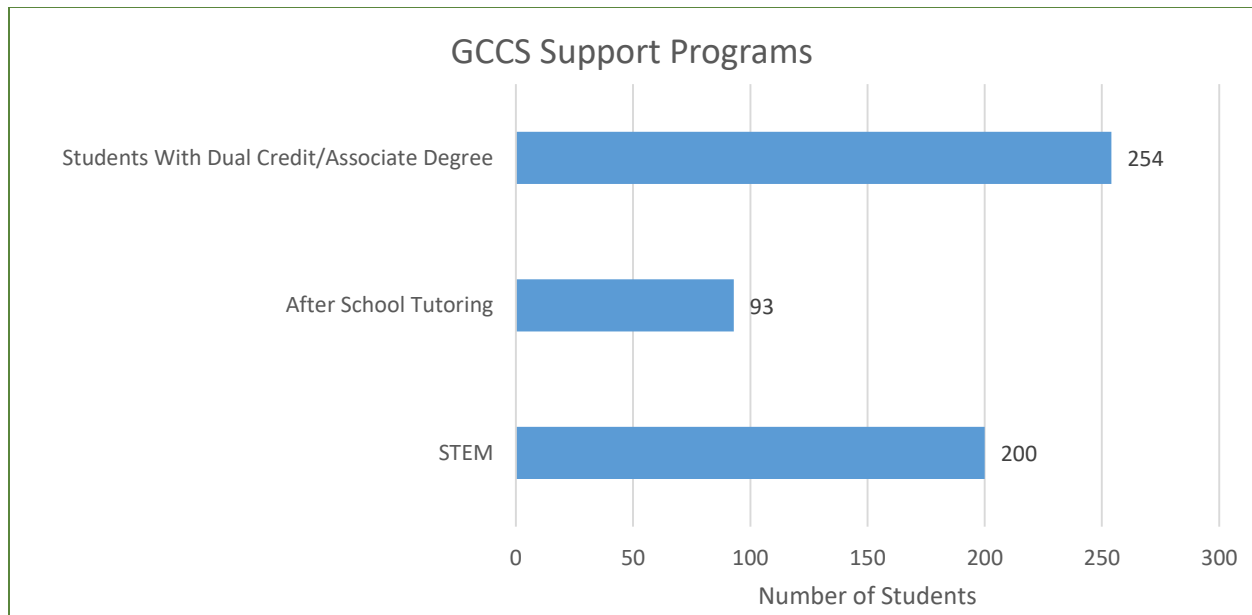
The teachers and students have expressed that these programs enhanced AI student academic achievement, allowed AI students to graduate on time, improved AI student attendance, and raised AI student self-esteem and identity.

ACTION PLAN

The district will continue to look at practical and innovative ways of expanding parental involvement. There have been discussions surrounding integrating student extra-curricular activities into increasing parent involvement. It is well known that parents participate when there are events where students are being honored for their academic achievement. There are activities already in place that leverage on student extra-curricular activities and academic achievement which need to be made more robust so as to further increase parental involvement.



Among the four (4) Native American Language and Culture programs, the Acoma Keres Language and Culture and the Navajo Language and Culture programs have been in existence the longest. The Laguna Keres Language and Culture program took flight in 2019-2020 school year and the Native American Studies program is in its pioneering year.



With the exception of 10th grade, there were more AI students who took Dual Credit courses in the 2019-2020 school year than Non-AI students.

7: FINANCIAL REPORTS

OBJECTIVE

Through the use of public school funds, the financial objective is to ensure that New Mexico schools provide adequate operational resources to provide and improve services to New Mexico AI/AN students. These services will meet the educational needs and provide opportunities for AI/AN students attending the public schools.

BACKGROUND

The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFTP) in the late 1960s and the early 1970s. As a tool for better decision-making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available.

Prior to the creation of the current formula, school funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest school districts was staggering.

The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. As a result of the committee's work, the 1974 New Mexico Legislature enacted the Public School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country.

The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities.

In place for more than four decades, the public school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula, while maintaining the philosophical concept of educational equity for all students.

METHODS

GCCS submits their financial report to the state per the Public School Finance Act. Below is a summary of all district revenues and expenditures to provide financial transparency in the ways the district uses State and Federal funds.

RESULTS

These financial reports are reported to show the amounts of funds that are generated by American Indian students and all students. These funds are used for salaries, learning and assessment software, student and class supplies, publications, transportation, school and district events and conferences, etc. This information is also shared with all stakeholders of GCCS at School Board meetings.

CONCLUSION

GCCS continues to monitor expenditures and align funds to the educational needs of our AI students and all students, in consultation with tribal leadership, tribal education departments, tribal communities, and all stakeholders.

ACTION PLAN

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

Total Enrollment	3,411
American Indian Enrollment Percentage	44.9%

	Budget	Expenses
Total District Budget	\$71,598,054.00	\$71,598,054.00
Capital Outlay	\$618,282.00	\$618,282.00
CARES Act	\$1,640,533.00	\$1,640,533.00
Debt Services	\$3,819,297.00	\$3,819,297.00
Food services	\$3,415,000.00	\$3,415,000.00
Instruction	\$6,333,791.00	\$6,333,791.00
Instructional Support Services and Student Support Services	\$1,397,540.00	\$1,397,540.00
Non-Instructional Support	\$1,022,785.00	\$1,022,785.00
Operations and Maintenance	\$39,741,259.00	\$39,741,259.00
Other Support Services	\$11,640,302.00	\$11,640,302.00
Student Transportation	\$1,047,599.00	\$1,047,599.00
Title VI, Indian Education	\$280,753.00	\$280,753.00
Title VII, Impact Aid	\$640,913.00	\$640,913.00
Amount Per Student	\$20,990.34	\$20,990.34

8: CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES

OBJECTIVE

The objective of Indian policies and procedures (IPP) is to ensure that NM schools provide adequate tribal consultations with regard to the basic support payment requirements under the Federal Impact Aid regulations.

BACKGROUND

Districts that claim federally identified American Indian students residing on Indian lands for Impact Aid funding are required to develop and implement 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 (50-mile radius), verifying that New Mexico tribes agree to the Indian Education Policies and Procedures pursuant to the Federal Impact Aid funding requirements.

METHODS

The district and the tribes have established an advisory committee called the Team IPP. This advisory committee assisted the district in the development and monitoring of the Indian Policies and Procedures. The advisory committee members consist of two (2) Acoma Pueblo parents, two (2) Baca-Prewitt Chapter parents, two (2) Laguna Pueblo parents, two (2) Acoma Pueblo representatives, two (2) Baca-Prewitt Chapter representatives, two (2) Laguna Pueblo representatives, two (2) district administrative staff, and one (1) non-voting GCCS Board Liaison. A copy of the IPP is attached below.

GCCS has been in compliance in drafting and submitting the annual IPP. The Team IPP (TIPP) was formed to serve as a governing body of the program and accountable for program implementation. The Indian Parent Advisory Committee (IPAC) was formed in order to advocate and promote the cultural, personal, social, intellectual, and leadership development of American Indian students attending GCCS. The IPAC also served as the vessel for open and harmonious communications among American Indian parents and the district.

RESULTS

This year, the Department of Diné Education of the Navajo Nation, the Pueblo of Acoma, and the Pueblo of Laguna all signed off on the Indian Policies and Procedures.

District	Fiscal Year	Compliance Status
Grant/Cibola County Schools	2019-20	Compliant
Grant/Cibola County Schools	2018-19	Compliant
Grant/Cibola County Schools	2017-18	Compliant
Grant/Cibola County Schools	2016-17	Compliant
Grant/Cibola County Schools	2015-16	Compliant

CONCLUSION

The school district and tribal entities will continue to advocate and work together in addressing the educational needs of American Indian students. The tribal consultation meetings will continue in the coming months and years. The IPP are reviewed and approved by the Indian Parent Committee and the Indian Education Committee every year.

ACTION PLAN

The district and tribal representatives will continue to work collaboratively to keep the Indian Policies and Procedures in check and up to date. The Memorandum of Agreement (MOA) is still a work in progress but even in the absence of a MOA, the IPP is being properly implemented. All stakeholders are striving to strengthen tribal consultation.

INDIAN POLICIES AND PROCEDURES

2020-2021

GRANTS CIBOLA COUNTY SCHOOL DISTRICT

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

Elementary and Secondary Education Act (ESEA), Every Students Succeeds Act (ESSA) Title VII-Impact Aid

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

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

DEFINITIONS

Equal access: it is the intent of the District that all Native American or Indian children attending the district shall have equal and equitable access to all programs, services, and activities offered. It is the intent of the District to fully

1

comply with all requirements of the policies and procedures relating to children residing on Indian lands [20 U.S.C. 7704], and the New Mexico Indian Education Act, [22-23A-1 to 22-23A-3 NMSA 1978]. However, nothing herein is intended to and shall not conflict or violate the Family Educational Rights and Privacy Act (FERPA) [(20 U.S.C. 1232 9(g); 34 CFR Part 99)].

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

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

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

Acoma Pueblo parents/Acoma Pueblo: 2 members each
Baca-Prewitt Chapter parents/Baca-Prewitt Chapter: 2 members each
Laguna Pueblo parents/Laguna Pueblo: 2 members each
District representative: 4 members
1 non-voting GCCS board liaison

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

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

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

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

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

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

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

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

Procedures (January Timeframe):

- 1) The District, tribes and members of the IPAC shall identify their representatives to the TIPP.
- 2) The prior year TIPP shall provide an orientation to any new members of the TIPP including a review of the current IPP, NM Public Education Department and Indian Education Division Strategic Plan(s), District Strategic Plan, school site Education Plan for Student Success (EPSS) or Data, Accountability, Sustainability, High Achievement, Data, Accountability, Sustainability and High Achievement (DASH) plan(s), from the previous school year.
- 3) The prior year TIPP shall provide a review of the IPP Data Set to the TIPP which was used to monitor student performance relative to prior year goals and how they reflect the current school year.
- 4) Using current data, the TIPP will assess the extent to which Indian students participate on an equal basis with non-Indian children served by the District and be prepared to share their input at the next TIPP meeting. The TIPP will accomplish this through meetings and other information sharing methods as they determine appropriate.
- 5) The District Administrator/designee will, as soon as reasonably possible after such information becomes available, but not later than one week in advance of any meeting, mail to Indian parents and Tribal officials a copy of the following documents:
 - a) Impact Aid FY annual application;
 - b) Plans for education programs the District intends to initiate or eliminate;
 - c) Budget Process and Committee dates released to Tribal agencies.
- 6) The location, date and time of meetings, Public Hearings, or as described above shall be posted in the same manner as a legally posted Board meeting.
- 7) Minutes from the TIPP meetings will be available upon written request from the Office of Indian Education in the Grants Cibola County School District.

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

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

Procedures

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

Policy III: The Grants Cibola County School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34 CFR 222.94(b)(3)] As part of this requirement, the District will:

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

Procedures

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

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

- d. Copies of annual reports will be made available to tribal officials, parents, and community members in print and electronic formats upon approval and presentation to the GCCS Board of Education.
- e. During the public hearings in (November and March, or as outlined in TIPP By-Laws), the school district will gather information relating to Indian children's participation in the LEA's education programs and activities. This information will also be made available to the parents of Indian children, tribal officials and the TIPP via email and posting at tribal offices.

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

Procedures:

1. Every other year, the TIPP will convene hearings and other local meeting(s) to review the current IPP, the IPP Work Cycle, and evaluate the relevance the IPP has to the District Strategic Plan, school site EPSS plans.
2. With parent and tribal input, the TIPP will update the IPP to assure the policy is providing effective guidance at positively influencing student performance.
3. Drafts of a new IPP that contains language which the parents, tribes and District representatives may agree upon will be formulated and forwarded to each party of the TIPP to follow their specific means and methods for final approval.
4. While tribal signatures are not required for the Title VII application, the District will collaborate and make a good faith effort to obtain tribal signature. This will validate implementation of the IPP. The district will provide proposed revisions to the IPP by November 1st.

5. Parents and tribal officials will be notified of any modifications to the IPP through public announcement and direct communication with the tribes. If the District Board denies any proposed modification to the IPP, the reasons shall be provided in writing.

6. The TIPP will annually review the components of the Indian Policies and Procedures to ensure that they meet federal regulatory and statutory requirements.

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

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

Procedures

1. The TIPP will continually gather, review and analyze IPP Data Set information to determine the effective implementation and how the revised educational program is affecting student performance.

2. The District Office of Indian Education and the TIPP will organize public hearings and other local meetings to present a conclusive report of how the revised educational program has affected student performance.

3. At these meetings, the TIPP will gather student and parent views on how the educational programs are the needs of Indian children.

4. Note: These procedures will not prevent parents or tribal officials from conveying their views directly to the District through District Board meetings and/or tribal council/chapter venues.

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

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

Procedures:

1. The TIPP will convene meeting(s) with parents and tribes to share initial student and parent reviews and feedback of how the revised/new educational program is affecting student performance.
2. The District Office of Inclusion and Diversity will develop and provide the District Superintendent a report on the modifications which the District has agreed to and submit that list to the TIPP and the respective tribal officials.
3. The Grants Cibola County School District will annually provide a copy of the current Indian Policies and Procedures to the tribe by email correspondence.


APPROVED BY THE GRANTS/CIBOLA COUNTY SCHOOL BOARD OF EDUCATION

Approved on, January 29, 2020

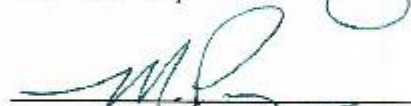
BY:


Board President

1/29/2020
Date


Board Secretary

1/29/2020
Date


Superintendent

1/29/2020
Date

Concur:


Governor, Pueblo of Acoma

01-31-20
Date


Governor, Pueblo of Laguna

1/31/20
Date

Superintendent, Department of Diné Education

Date

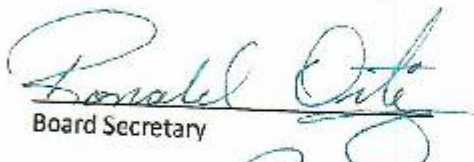
APPROVED BY THE GRANTS/CIBOLA COUNTY SCHOOL BOARD OF EDUCATION

Approved on, January 29, 2020

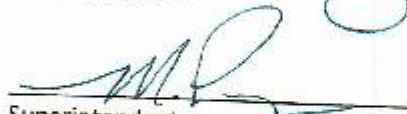
BY:


Board President

1/29/2020
Date


Board Secretary

1/29/2020
Date


Superintendent

1/29/2020
Date

Concur:

Governor, Pueblo of Acoma

Date

Governor, Pueblo of Laguna

Date


Superintendent, Department of Diné Education
Senior Education Specialist

01-31-2020
Date

10

Appendix A

IPP Data Sets

Many of these data sets will be highlighted in TESR at the beginning of the school year

Student Achievement- disaggregated by tribes, EL, SWD, economically disadvantaged

Graduation Rate- Disaggregated by tribes, EL, SWD, economically disadvantaged

Attendance- disaggregated by tribes, EL, SWD, economically disadvantaged

Truancy- broken down by tribes, EL, SWD, economically disadvantaged – numbers

Equal Access to all Programs and Activities- Participation by Native and non-Native students in academic and co curricular activities- numbers/percentages by all subgroups

Promotion/retention- percent who are promoted as compared to retention

College and Career Readiness- percent of eligible Indian students participating in at least one college or career readiness program: SAT, Dual credit, AP classes, industry certification. disaggregated by subgroups.

English Language Proficiency- Give percent of EL students who are also students with disabilities and economically disadvantaged. Show trends in Native student growth in ACCESS from levels I-VI over a two-year period.

Kindergarten Readiness- data from ECOT readiness assessment for native groups-
assessment completed in September, data to tribal entities by end of October.

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

OBJECTIVE

The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students.

BACKGROUND

New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an “at-risk” factor in the state’s funding formula to assist in addressing the issue.

The assurance of collaboration and engagement from educational systems and pueblos/ tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students’ success in school.

Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

METHODS

School counselors and school attendance liaisons were given lists of students that need support based from the previous year’s data. They monitored the progress of each of these identified students. Liaisons did home visits as necessary. Each at-risk-of-dropping student had one-on-one counseling with the school counselors and probed further to find out possible causes or reasons for their wanting to dropout.

RESULTS

The district attendance plans are in place and will support all students in grades Pre-K-12. After implementation of these plans at every school, the data will be analyzed for impact. The results shown in Section 4 indicate that AI students consistently have attained a higher attendance rate as compared to the other subgroups over a 5-year span. In the past two years, the AI attendance rate was constant. However, during the 2017-2018 school year, the AI attendance rate dropped 5 percentage points since the previous school year.

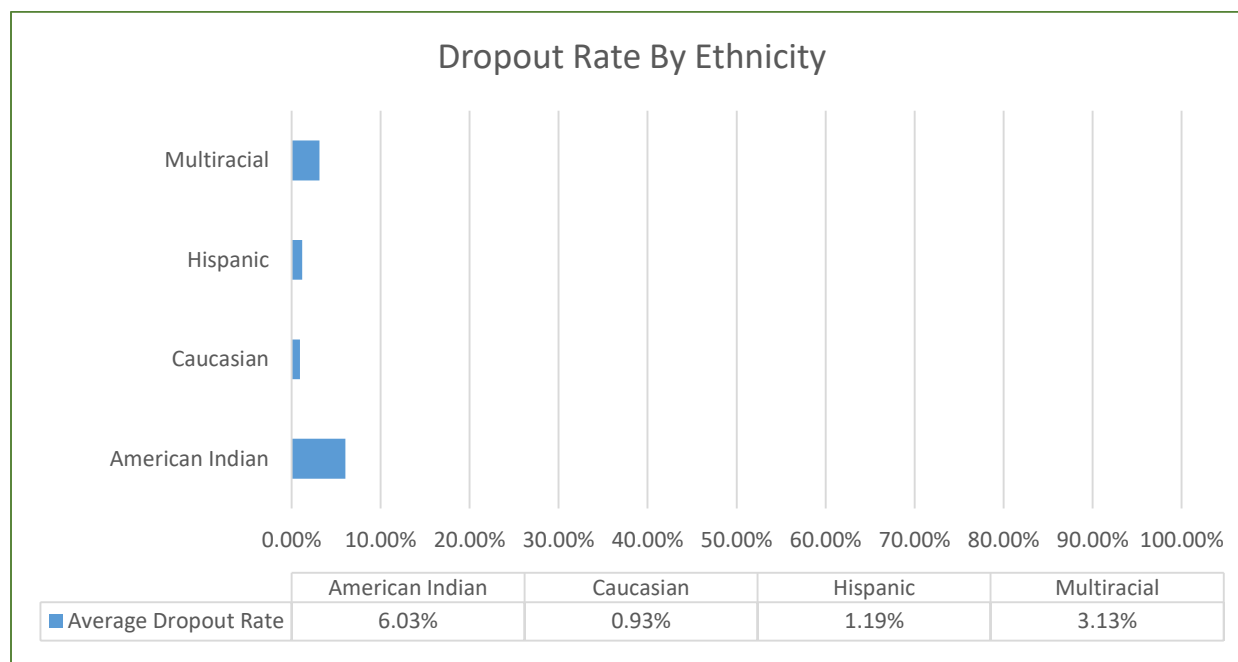
The dropout rate for AI students is higher compared to the other subgroups. Most cases of student dropouts take place at the middle school level, followed closely by the high school level. Majority of students who dropout intends to take the GED program.

CONCLUSION

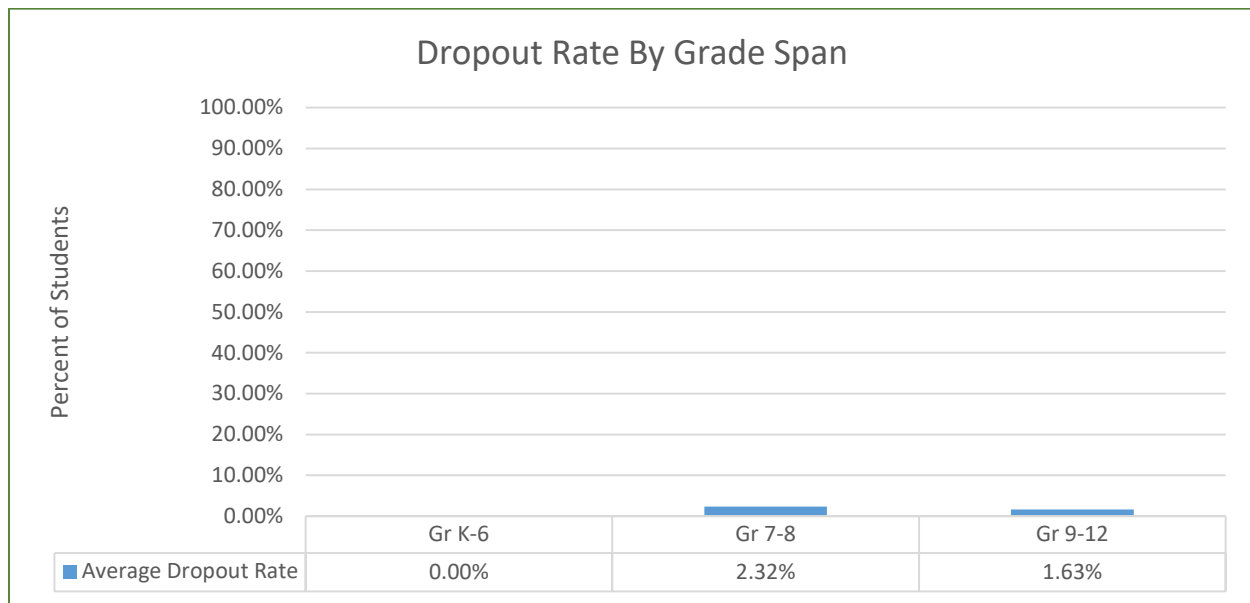
The attendance rate for American Indian students remained constant from the previous school year. GCCS made it a priority to increase attendance rates for all students. The district has improved the monitoring of absences, increased communication with parents, and created a climate in which students appreciated the value of coming to school. Overall, the district plan will support all students in all levels and all age groups regardless of ethnicity.

ACTION PLAN

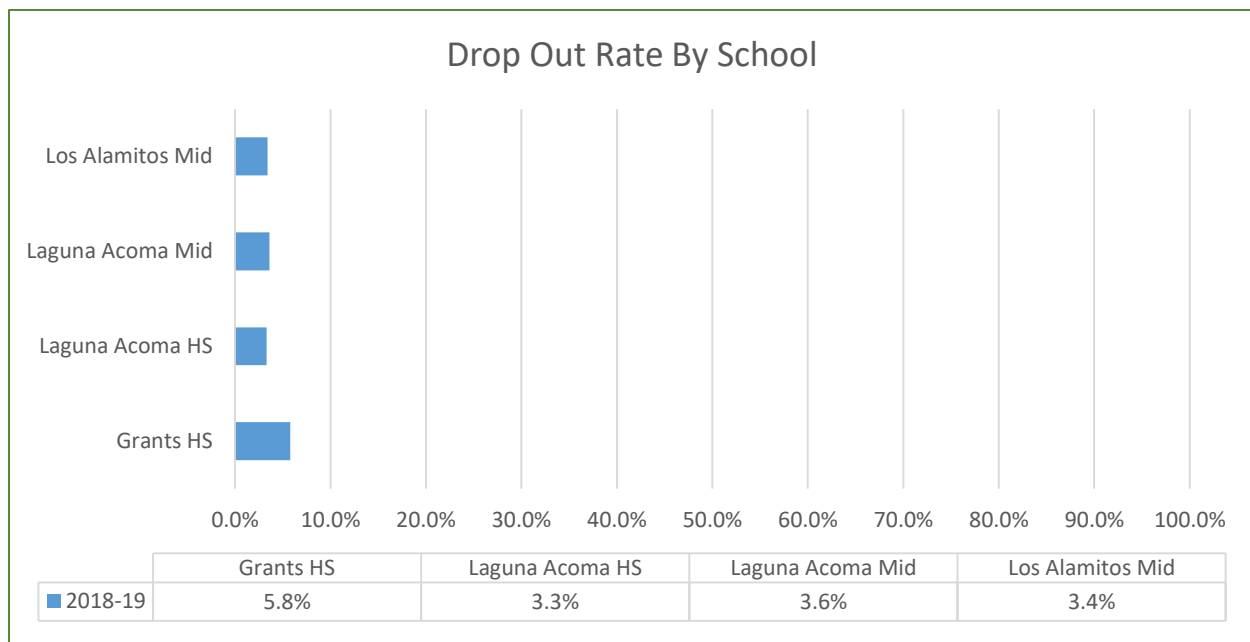
The Diversity and Inclusion Department will support the district plan through parent and student notification about the district plan through multiple venues including SchoolMessenger. Attendance liaisons will continue to be provided to schools through Title IV and Title VI.



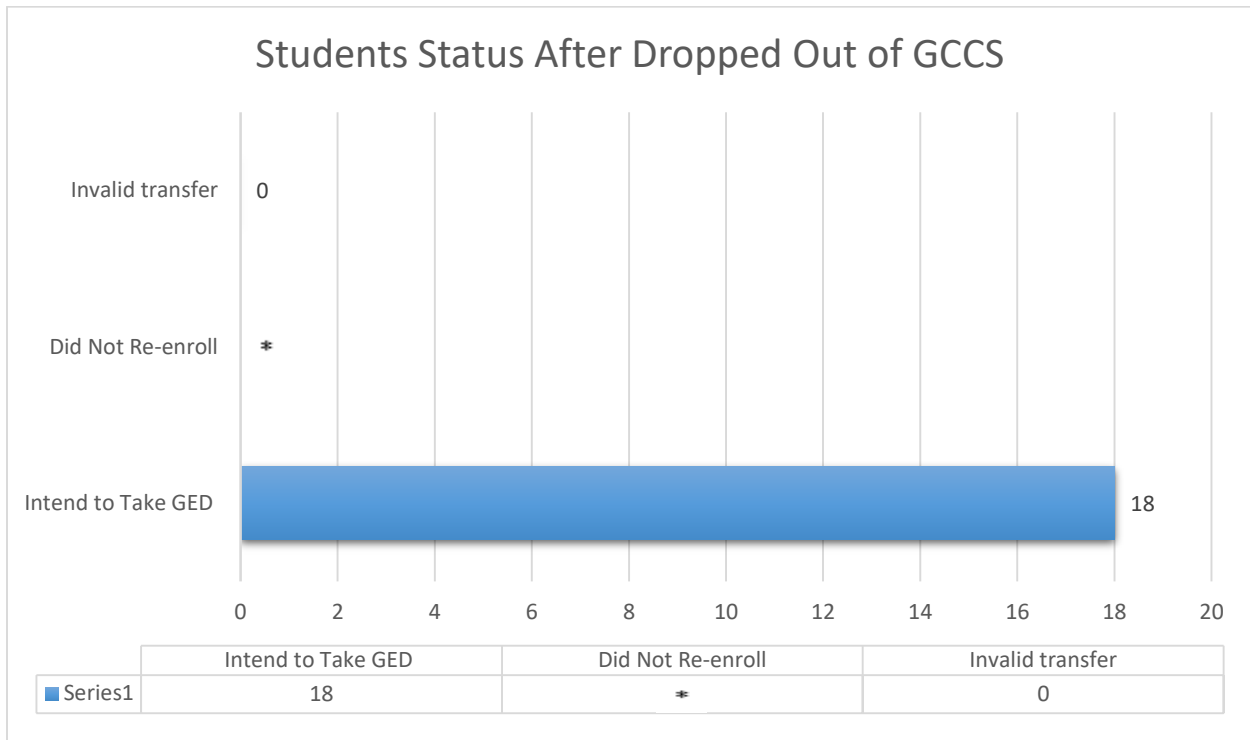
The dropout rate of AI students is higher compared to other subgroups. There is approximately a 3 percentage point difference between AI student dropout rate and the subgroup with the closest dropout rate.



Most cases of student dropouts take place at the middle school level.



Among the four (4) secondary schools, Grants High School has the highest dropout rate.



Note: Numbers for categories with fewer than 10 students/incidences are masked in order to protect student privacy. Majority of students who dropout intends to take the GED program. Out of the 20 student dropouts in the 2019-2020 school year, 18 students expressed their intention of taking the GED program.

10: PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

OBJECTIVE

The variable school calendar objective is to ensure that New Mexico schools collaborate with tribal governments to identify the important cultural events in their American Indian students' lives. By using variable school calendars, schools directly address their AI students' cultural and family responsibilities and enhance these students' ability to more regularly attend their public school.

BACKGROUND

New Mexico has a rich American Indian history and culture that cultivates the 22 tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students. American Indian education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. The 35,000-plus students who represent the NM tribes and pueblos and other tribes from throughout the United States, who attend over 185 public schools and charter schools in the State of New Mexico, were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003.

METHODS

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

RESULTS

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

CONCLUSION

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

ACTION PLAN

The calendar committee will continue to meet in February of each year to discuss the calendar for the upcoming school year. The feast days for Pueblo of Acoma and Pueblo of Laguna will continue to be embedded in the district calendar. A cultural day for Navajo students has yet to be determined.

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

OBJECTIVE

The district consultations ensure that New Mexico schools provide a means of developing mutual understanding of educational programs and collaborate with tribal entities to find ways to improve educational opportunities for American Indian students.

BACKGROUND

Districts that claim federally identified AI/AN students residing on Indian lands for Impact Aid shall develop and implement policies and procedures in consultation with tribal officials and parents. Additionally, the New Mexico Indian Education Act asserts that parent(s); families, tribal departments of education; community-based organizations; the public education department; universities, and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students.

METHODS

The district holds monthly Indian Parent Advisory Committee (IPAC) meetings throughout the year. The district administration also holds meetings with the Pueblo of Acoma leadership, Pueblo of Laguna leadership, the Acoma Board of Education, and the Department of Diné Education that serves the Navajo Nation. The school site principals also provide presentations during the school year on current data relating to their school's academic performance (i.e. graduation rate, truancy, dropout rate, etc.).

RESULTS

Monthly Indian Parent Advisory Committee meetings continue to take place and the attendance in them continue to improve. When the COVID-19 pandemic struck, a transition to virtual meetings needed to be made which fortunately helped increase participation.

CONCLUSION

The Grants Cibola County Schools will continue to strive at engaging all stakeholders in broadening their knowledge of the importance of community and parental involvement in the education of children. The district will continue to build upon the legacy of strong partnerships between the district and the tribal entities.

ACTION PLAN

The district will continue to share current and pertinent data with the tribes/pueblos and with the help of all stakeholders continue to develop strategies on improving academic achievement of American Indian students. Moreover, the district will continue to strive to be inclusive and respectful of parental and tribal input in all aspects of the educational process.

12: INDIGENOUS RESEARCH AND EVALUATION MEASURES AND RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS

OBJECTIVE

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

BACKGROUND

Indian Education has been working to strengthen the field of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors, and others who are working within Indian Education has been to improve education for our American Indian students enrolled in all schools. The Indigenous research methodologies differ from the Western educational approaches. In Western academic models, the research project and data are separated from the researcher, who is merely an onlooker. Though the data collected by Indigenous research methodologies can be analyzed quantitatively as well as qualitatively, just like data collected by Western research methods, the acknowledged relationship between researcher and data naturally challenges Western research paradigms. Indigenous research methodologies are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples.

METHODS

The district has been involved in various aspects of research of related topics which include: individual teacher professional development, book studies, independent research by staff pursuing masters or doctorate degrees, literature reviews, and conference presentations.

A few years back, the school district collaborated with the Indian Pueblo Cultural Center, the Pueblo of Acoma, and the Pueblo of Laguna to introduce a pueblo-based educational curriculum titled Indigenous Wisdom, Centuries of Pueblo Impact in New Mexico to district teachers as a supplemental curriculum. The Pueblo of Acoma and Pueblo of Laguna have approved this curriculum and was approved by the School Board to be taught in the classroom.

The Diversity and Inclusion Department will continue to work at broadening the awareness of teachers and site principals that this curriculum is available. It will be recommended to be embedded into their instruction throughout the school year. Moreover, the department will organize cultural responsiveness trainings districtwide and provide materials related to cultural responsiveness.

RESULTS

To achieve the goal of helping AI students grow with deep cultural awareness and understanding their history, GCCS offered the three major Native languages in Cibola County into the curriculum namely: Acoma Keres and Culture, Laguna Keres and Culture, and Navajo Language and Culture. In addition, the Native American Studies was offered as an additional course in the curriculum to further strengthen the cultural knowledge of AI students.

CONCLUSION

The Diversity and Inclusion Department will continue to participate in the development and implementation of culturally-relevant curriculum and the gathering and dissemination of educational resources that district teachers can use in the classroom.

ACTION PLAN

The Diversity and Inclusion Department and the Indian Parent Advisory Committee will continue to seek the latest instructional methodologies and information to maintain and support continued improvements by the AI students we serve. The district will continue to encourage and support teachers to be culturally sensitive and responsive in their practice.