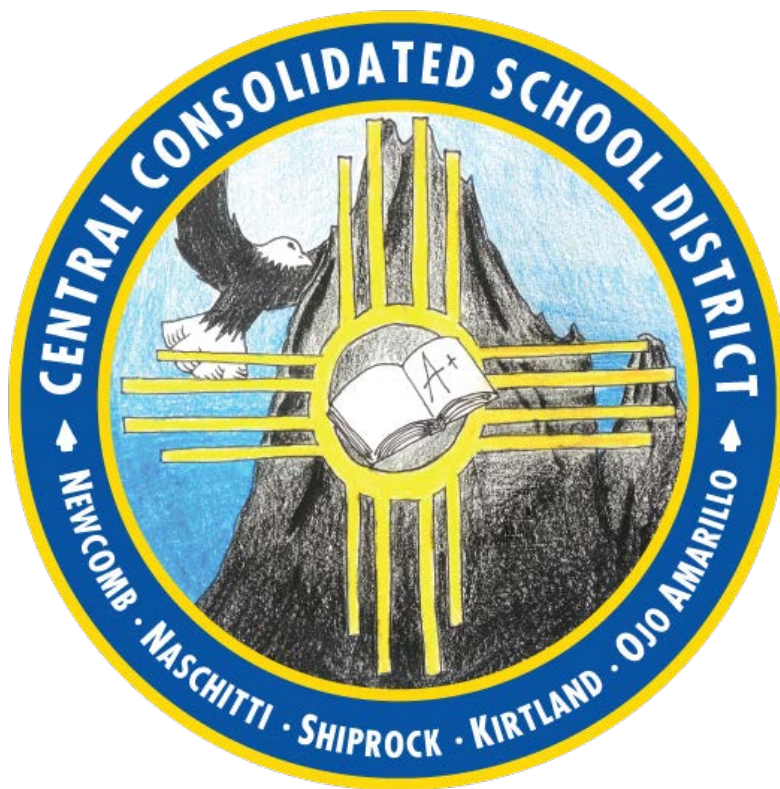


Central Consolidated Schools



Tribal Education Status Report

For School Year 2019-2020

Superintendent

Daniel Benavides

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EXECUTIVE SUMMARY

Vision: *A community of learners dedicated to building lives.*

Mission: *Building a collaborative relationship within our collective community through continuous learning, open communication, and shared trust.*

Native American students do not exactly fit the typical criterion for English learners; therefore, the linguistic development needs of the Native American child are under identified and underserved. Today, many of our Native American students have English as their predominant language but they also do not speak their heritage languages; therefore, they fall into a unique group between English proficient and heritage-language proficient. This unique situation identifies them as English Learners. Native American students today bring rich sociolinguistic and intellectual resources that reflect multidimensional proficiencies and ways of knowing and learning to school. These students hear Indian English in the home and communities, and that is what they bring into their schools and more often because of this, they are judged on the basis of deficiencies and placed into remedial programs and special education. In addition, many educators and administrators that serve Native American students are non-Native American and know little to none of the language, culture, and abilities of the children. They struggle to find effective strategies for second-language instruction and cultural and linguistically diverse instruction. According to research and practice, Native American students do better in school when their cultures are affirmed and validated through Culture Linguistic Relevant Instruction.

Our district has an enrollment about 5900 students and 92% of them are Navajo. Based on this information, our district has been making efforts to improve outcomes for our English Learners. CCSD has developed 8 guiding principles of Cultural Relevant Instruction in relation to CCSD Mission and vision statements. We hope to strengthen the following principles that have been established through processes within the last two years that include communication of high expectation for all learners, active teaching methodology, the use of a teacher as a facilitator, inclusion practices for Cultural Linguistic Relevant students, cultural sensitivity and awareness that reshapes curriculum, a student controlled classroom discourse, and embedded small group instruction with academically related discourse that provides meaningful context and connections.

We also hope to continue to have CCSD administration and staff participate in CLRI Professional learning opportunities that will bring an intentional awareness of relevant teaching practices appropriate for students on the Navajo Nation. Although many of the students in CCSD come from homes in which their first language L1 is English, their perceptions of the world are shaped by both the Navajo language and cultural perceptions

With the Ruling of the *Yazzie/Martinez v. State of New Mexico*, current CCSD systems in place will need to ensure more active participation and implementation. Current CCSD systems include a mandated 90-day district plan that has the following initiatives.

- Revision in Curriculum infrastructure primarily focusing on Math as priority with ELA following. It also includes a current plan for district curriculum revision which will include the Native American Social Studies Curriculum initiative through Indian Education.
- Differentiated support and accountability
- Leadership

Each school is also required to do a 90-day school-based plan that includes professional development systems and now to strengthen the leadership focus on equality for Culturally Linguistic Diverse students based on the *Yazzie/Martinez v. State of New Mexico* ruling.

Many of our schools have 90 day plans with these intentions however they fall short actualizing these important equitable practices, mainly because the district level needs support themselves.

First and foremost, CLRI needs to be aligned to district goals to better serve identified CLD/EL students by:

- Implementing a strategic monitoring system using the ELLevations platform along with current Student Information System (PowerSchool) to monitor and create individualized language and instructional goals to support language development throughout the students' academic experience.
- Purchased and implemented a tier 2 instructional tool; IStations, to support language and literacy for CLD students reading and writing significantly below grade level with priority schools
- On-site intentional workshop series focused on oracy and writing across the curriculum. Each workshop was provided on-site and targeted to all staff regardless of their core subject that they teach because English Language Development addresses all 4 domains across core content.
- An ELD instructional scope and sequence alongside curricular components created for the secondary schools

Professional learning opportunities must prepare all educators and administrators to integrate language-based support structures for students to acquire both content and language of content proficiency. CLRI professional learning opportunities will strengthen current district goals and current initiatives in place in terms of building capacity with teachers in their respective schools and creating effective and sustainable professional learning and align professional learning to build sustainable capacity at each school site.

INTRODUCTION



The Central Consolidated School District is in the heart of the beautiful Four Corners region of San Juan County in the northwest corner of New Mexico. It borders Colorado to the north, Arizona to the west, and Utah to the northwest.

The District, which serves approximately 5,900 students in 15 schools, plus early childhood preschools, covers nearly 3,000 square miles. It is part of the [New Mexico Public Education Department's](#) public school system.

The District has agreements with the Navajo Nation for no-cost long-term land leases for its schools located within the Navajo Nation.

The District serves the communities of Kirtland, Ojo Amarillo, Newcomb, Naschitti, and Shiprock, New Mexico. There are eight elementary schools, three middle schools, three high schools, and one alternative high school, as well as the preschools.

The District has two 798 seat performing arts centers: The Phil Thomas Performing Arts Center in Shiprock and the Brooks/Isham Performing Arts Center in Kirtland. It also operates the Dine Bi Community Library in Newcomb.

STATUTORY REQUIREMENTS

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

22-23A-7. Report.

A. The Indian Education Division in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall 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.

3.1 STUDENT ACHIEVEMENT

Objective.

“To ensure student achievement in New Mexico public schools is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender and economic status, and disabilities.”

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 I (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.”

“Due to the unprecedented circumstances brought on by the COVID-19 pandemic and the closure of schools, the U.S. Department of Education has granted the New Mexico Public Education Department (PED) a waiver to bypass assessment and accountability requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). Thus, the student achievement data within this section will not be collected this year.”

Reports included are from preceding school year as that was the recommendation from PED-Indian Education Division.

Methods.

Student Demographics	Number	Percentage
Female	2,857	49.13%
Male	2,958	50.87%
Native American	5,315	91.40%
Caucasian	397	6.80%
Hispanic	50	0.90%
Asian	36	0.60%
African American	17	0.30%
As of June 2019		

Central Consolidated Schools Data Profile

Achievement Data

Achievement data for this school district is based on three years of reading, math and science scores, which represent percent proficient in each area. In 2017-2018 the PARCC test was used for assessing academic achievement, and 2019 the TAMALA test was used.

Reading Achievement Data

2017			2018			2019		
Group	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct Diff
All Students	5,386	29	5,272	34	5	5,152	29	-5
American Indian Students	4,839	27	4,730	31	4	4,702	26	-5

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

Math Achievement Data

2017			2018			2019		
Group	Math	Pct Math	Math	Pct Math	Pct Diff	Math	Pct Math	Pct Diff
All Students	4,025	12	4,074	14	2	4,057	13	-1
American Indian Students	3,661	10	3,723	12	2	3,713	11	-1

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

Science Achievement Data

2017			2018			2019		
Group	Science	Pct Science	Science	Pct Science	Pct Diff	Science	Pct Science	Pct Diff
All Students	1,293	23	1,507	26	3	1,619	18	-8
American Indian Students	1,192	20	1,366	23	3	1,499	16	-7

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

4 Year Graduation Rate 2017 – 2018, 2018 – 2019

Subgroup	2017-2018	2018-2019	Difference between 2017-2018, 2018-2019
All Students	63.6	72.2	8.6
American Indian Students	62.5	72.8	10.3

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

Student Enrollment 120 day snapshot 2019-2020

Group	Enrollment	Pct American Indian
All Students	5,634	91.6%
American Indian Students	5,161	

Source: STARS Staging Reports>Public Folders>eScholar Framework-Verify>State Reports>Assessment>Student Snapshot Template Extract

Student Dropout rate 2018-2019 (one year lagged) 3.4%

Source: STARS Staging Reports>Public Folders>eScholar Framework-Verify>District and Location Reports>Dropout Reports>Final Dropout Rates

Achievement - Proficiency Summaries by Subgroup						
		Reading		Mathematics		Science
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)
All Students	State Current	37	63	20	80	40
All Students	LEA Current	29	71	12	88	23
Female	State Current	42	58	20	80	39
Female	LEA Current	35	65	12	88	24
Male	State Current	32	68	20	80	42
Male	LEA Current	24	76	12	88	23
Caucasian	State Current	52	48	33	67	61
Caucasian	LEA Current	56	44	35	65	84
African American	State Current	34	66	15	85	37
African American	LEA Current					
Hispanic	State Current	33	67	16	84	34
Hispanic	LEA Current	39	61	20	80	44
Asian	State Current	61	39	50	50	66
Asian	LEA Current	72	28	59	41	
American Indian	State Current	26	74	11	89	22
American Indian	LEA Current	27	73	10	90	20
Economically Disadvantaged	State Current	31	69	15	85	32
Economically Disadvantaged	LEA Current	27	73	12	88	23
Students w Disabilities	State Current	19	81	9	91	18
Students w Disabilities	LEA Current	18	82	10	90	12
English Language Learners, Current	State Current	20	80	10	90	16
English Language Learners, Current	LEA Current	15	85	6	94	8

Source: School District Report Card 2016-2017, NMPED

Achievement - Proficiency Summaries by Subgroup							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	State Current	39	61	21	79	38	62
All Students	LEA Current	34	66	14	86	24	76
Female	State Current	44	56	21	79	37	63
Female	LEA Current	40	60	14	86	24	76
Male	State Current	34	66	21	79	39	61
Male	LEA Current	28	72	13	87	24	76
Caucasian	State Current	54	46	35	65	60	40
Caucasian	LEA Current	67	33	40	60	61	39
African American	State Current	36	64	16	84	33	67
Hispanic	State Current	34	66	18	82	33	67
Hispanic	LEA Current	48	52	17	83	37	63
Asian	State Current	62	38	50	50	61	39
Asian	LEA Current	75	25	64	36		
American Indian	State Current	29	71	12	88	21	79
American Indian	LEA Current	31	69	12	88	21	79
Economically Disadvantaged	State Current	33	67	16	84	31	69
Economically Disadvantaged	LEA Current	34	66	14	86	24	76
Students w Disabilities	State Current	14	86	7	93	14	86
Students w Disabilities	LEA Current	14	86	7	93	13	87
English Language Learners, Current	State Current	21	79	8	92	13	87
English Language Learners, Current	LEA Current	23	77	10	90	15	85

Source: School District Report Card 2017-2018, NMPED

Achievement - Proficiency Summaries by Grade							
This table shows the school- and LEA-level results of statewide assessments administered during the 2017-2018 school year. These assessments include the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, the New Mexico Alternate Performance Assessment (NMAPA), the Standards Based Assessment (SBA) in Science and Spanish Reading, and the Istation assessment of early literacy skills. In order to protect student privacy, some results have been left blank or reported as a percentage range.							
		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
KN	State Current	62	38				
KN	State Prior	60	40				
KN	LEA Current	48	52				
KN	LEA Prior	42	58				
1	State Current	60	40				
1	State Prior	57	43				
1	LEA Current	52	48				
1	LEA Prior	51	49				
2	State Current	68	32				
2	State Prior	66	34				
2	LEA Current	66	34				
2	LEA Prior	60	40				
3	State Current	30	70	32	68		
3	State Prior	27	73	30	70		
3	LEA Current	23	77	20	80		
3	LEA Prior	21	79	22	78		
4	State Current	30	70	26	74	47	53
4	State Prior	26	74	23	77	40	60
4	LEA Current	24	76	21	79	31	69

4	LEA Prior	18	82	15	85	24	76
5	State Current	31	69	28	72		
5	State Prior	30	70	24	76		
5	LEA Current	32	68	24	76		
5	LEA Prior	23	77	18	82		
6	State Current	29	71	21	79		
6	State Prior	26	74	20	80		
6	LEA Current	25	75	19	81		
6	LEA Prior	18	82	19	81		
7	State Current	30	70	21	79	43	57
7	State Prior	27	73	17	83	45	55
7	LEA Current	31	69	17	83	26	74
7	LEA Prior	23	77	8	92	25	75
8	State Current	30	70	22	78		
8	State Prior	29	71	21	79		
8	LEA Current	25	75	8	92		
8	LEA Prior	19	81	10	90		
9	State Current	29	71	19	81		
9	State Prior	26	74	17	83		
9	LEA Current	24	76	7	93		
9	LEA Prior	17	83	4	96		
10	State Current	33	67	15	85		
10	State Prior	32	68	15	85		
10	LEA Current	28	72	6	94		
10	LEA Prior	29	71	7	93		
11	State Current	42	58	10	90	27	73
11	State Prior	43	57	9	91	35	65
11	LEA Current	39	61	3	97	17	83
11	LEA Prior	38	62	3	97	21	79

Blanks or missing rows indicate too few students to report (N<10)

Source: School District Report Card 2017-2018, NMPED

Results.

Student Achievement

Central Consolidated School District is a district on the rise. True achievement is measured by yearly growth and percentage of students who proficient in their grade level tests. Our District has also seen marked improvement in our PARCC scores, but there is still much to be done, as shown below:

2018_CCSD PARCC Proficiency Level					
Test Name	2017	2018	Difference (%)	Cohort Change	Cohort (Year of Graduation)
Grade 03 ELA/Literacy	19.3%	22.9%	3.6%	*	2027
Grade 03 Mathematics	20.9%	20.4%	-0.5%	*	
Grade 04 ELA/Literacy	17.1%	22.5%	5.4%	3.2%	2026
Grade 04 Mathematics	14.9%	19.2%	4.3%	-1.7%	
Grade 05 ELA/Literacy	21.4%	31.2%	9.8%	14.1%	2025
Grade 05 Mathematics	16.9%	23.2%	6.3%	8.3%	
Grade 06 ELA/Literacy	15.6%	24.2%	8.6%	2.8%	2024
Grade 06 Mathematics	17.7%	18.5%	0.8%	1.6%	
Grade 07 ELA/Literacy	20.9%	29.0%	8.1%	13.4%	2023
Grade 07 Mathematics	5.0%	15.7%	10.7%	-2.0%	
Grade 08 ELA/Literacy	17.9%	24.0%	6.1%	3.1%	2022
Grade 08 Mathematics	2.2%	3.6%	1.4%	-1.4%	
Grade 09 ELA/Literacy	17.4%	24.5%	7.1%	6.6%	2021
Algebra I	8.7%	6.3%	-2.4%	4.1%	
Grade 10 ELA/Literacy	26.3%	27.9%	1.6%	10.5%	2020
Geometry	5.1%	8.9%	3.8%	0.2%	
Grade 11 ELA/Literacy	37.4%	41.0%	3.6%	14.7%	2019
Algebra II	3.6%	3.6%	0.0%	-1.5%	
Average- ELA	21.5%	27.5%	6.0%	8.5%	
Average- Math	10.6%	13.3%	2.7%	0.9%	

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	27	73	30	70		
3	State Prior	25	75	30	70		
3	LEA Current	21	79	22	78		
3	LEA Prior	18	82	18	82		
4	State Current	26	74	23	77	40	60
4	State Prior	25	75	23	77	43	57
4	LEA Current	18	82	15	85	24	76
4	LEA Prior	17	83	17	83	22	78
5	State Current	30	70	24	76		
5	State Prior	25	75	26	74		
5	LEA Current	23	77	18	82		
5	LEA Prior	18	82	23	77		
6	State Current	26	74	20	80		
6	State Prior	24	76	20	80		
6	LEA Current	18	82	19	81		
6	LEA Prior	12	88	15	85		
7	State Current	27	73	17	83	45	55
7	State Prior	23	77	18	82	45	55
7	LEA Current	23	77	8	92	25	75
7	LEA Prior	17	83	13	87	28	72
8	State Current	29	71	21	79		
8	State Prior	26	74	20	80		
8	LEA Current	19	81	10	90		
8	LEA Prior	20	80	9	91		
9	State Current	26	74	17	83		
9	State Prior	27	73	18	82		
9	LEA Current	17	83	4	96		
9	LEA Prior	22	78	7	93		
10	State Current	32	68	15	85		
10	State Prior	32	68	13	87		
10	LEA Current	29	71	7	93		
10	LEA Prior	21	79	6	94		
11	State Current	43	57	9	91	35	65
11	State Prior	45	55	10	90	39	61
11	LEA Current	38	62	3	97	21	79
11	LEA Prior	35	65	9	91	27	73

Blanks or missing rows indicate too few students to report (N<10)

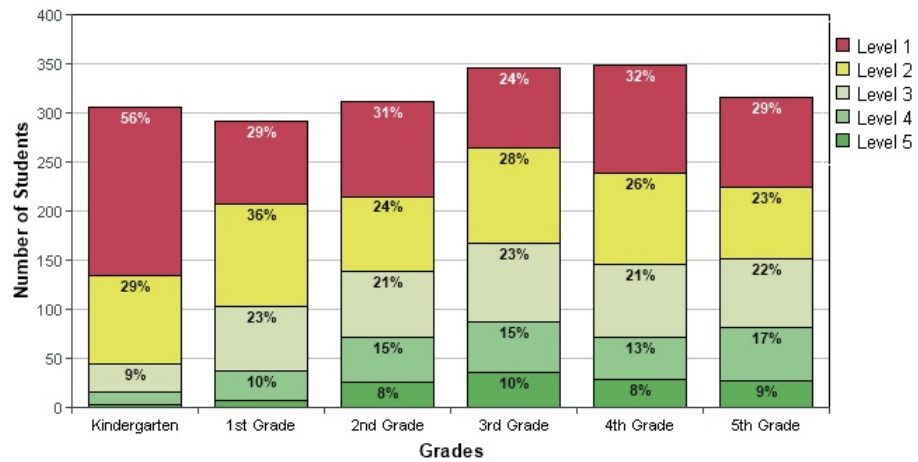
[Edit Report](#)[Save Report](#)

Summary

ISIP™ Early Reading results for Central Consolidated School District

2018/2019 School Year

All Grades - September 2018

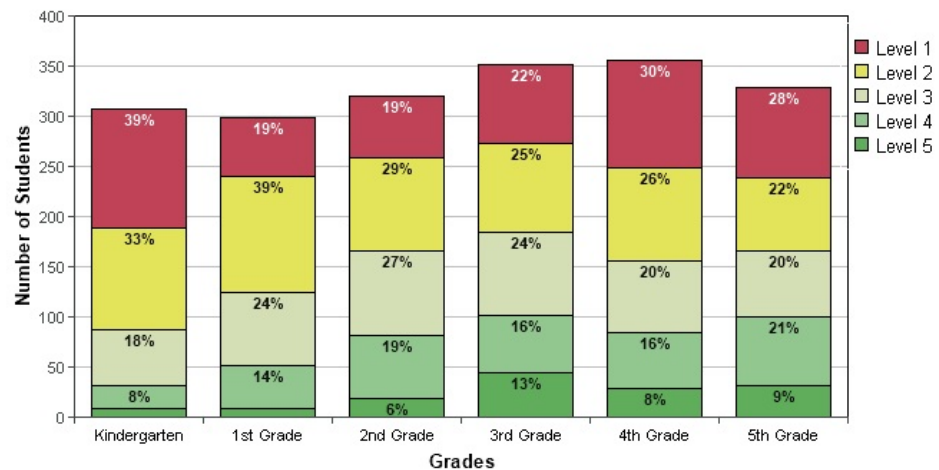
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Summary

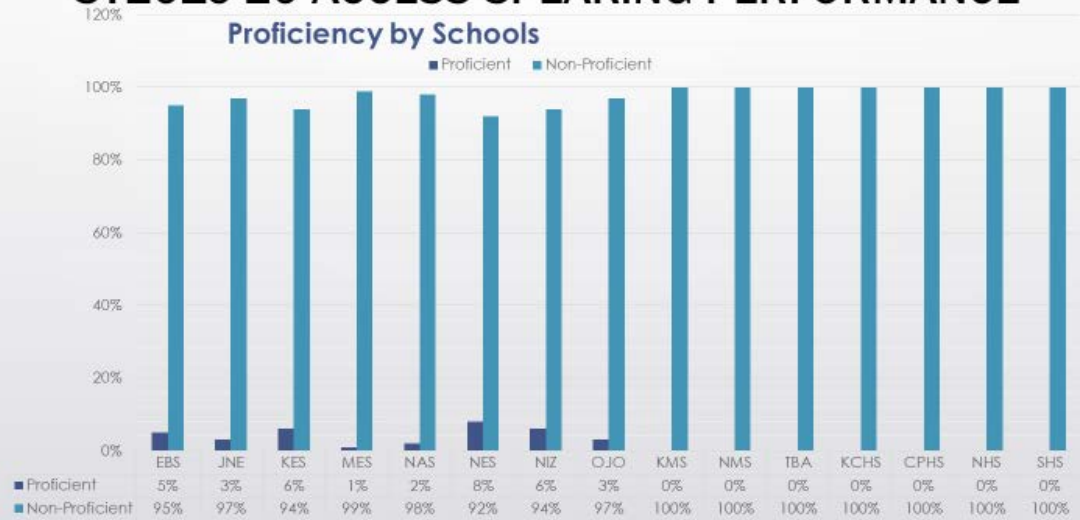
ISIP™ Early Reading results for Central Consolidated School District

2018/2019 School Year

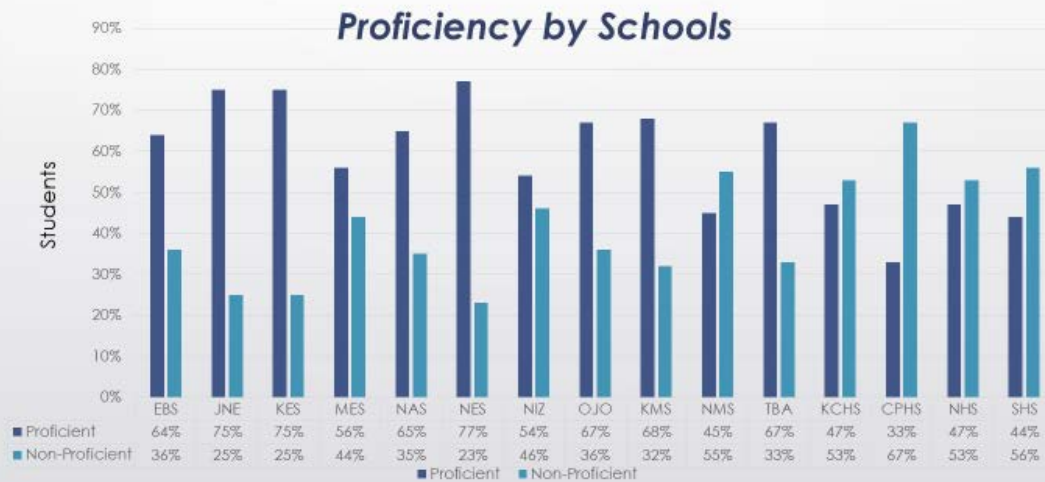
All Grades - January 2019



SY2019-20 ACCESS SPEAKING PERFORMANCE



SY2019-20 ACCESS LISTENING PERFORMANCE



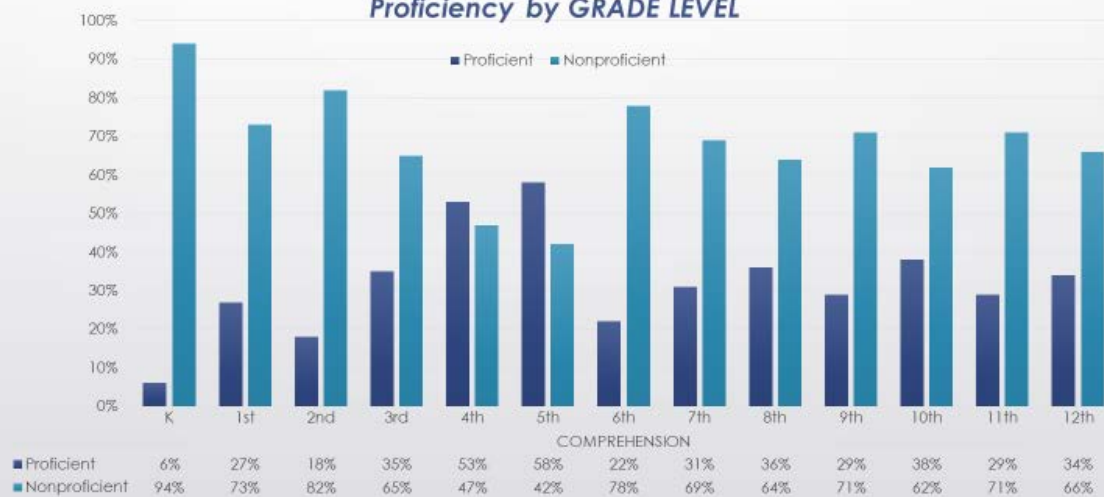
SY2019-20 ACCESS WRITING PERFORMANCE

Writing Proficiency by Schools



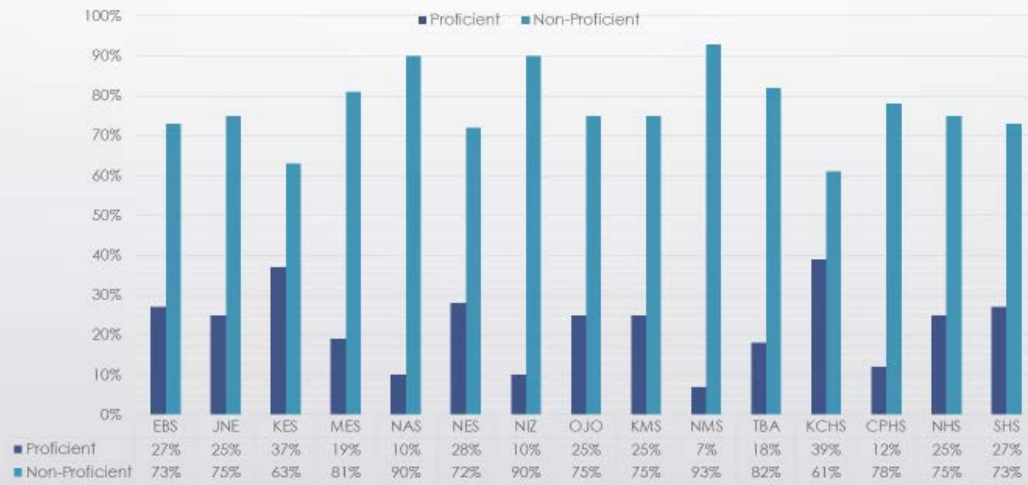
SY2019-20 ACCESS COMPREHENSION

Proficiency by GRADE LEVEL



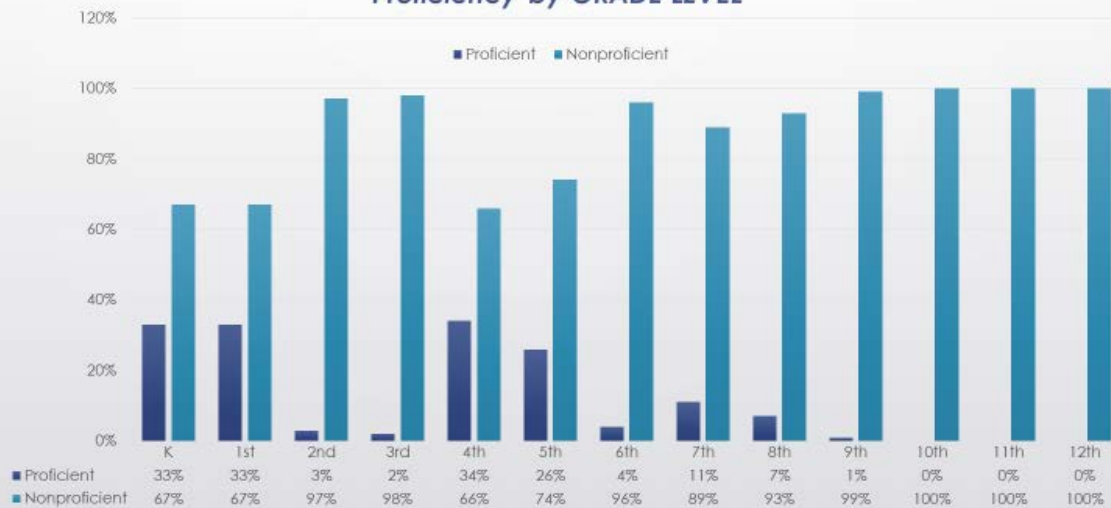
SY2019-20 ACCESS READING PERFORMANCE

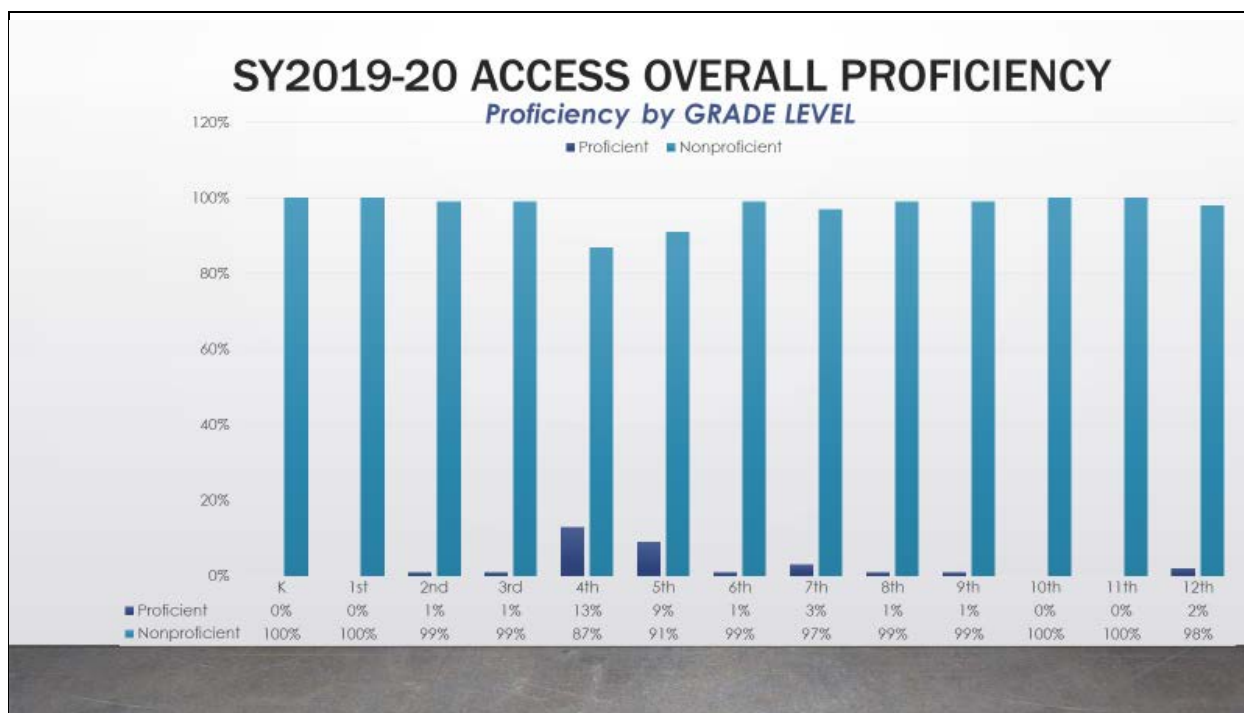
Reading Proficiency by Schools



SY2019-20 ACCESS ORAL PROFICIENCY

Proficiency by GRADE LEVEL





Conclusion.

Overall, there is a 6.0% increase in ELA proficiency and 2.7% increase in Math across the district. Among student Math assessments, Algebra 1 and Math 3 decreased by 2.4% and 0.5%, respectively. Comparing from last school district's report card and this year's PARCC results, Reading/ELA decreased by 2% and Math increased by 1.3%. American Indian students were below state's percentage of proficient in Reading (10%), Math (10%) and Science (20%). Based on the report, the highest difference of percentage of proficient came from High School in Math content with 6-10% difference.

Action Plan.

CCSD has curriculum pacing guides and maps aligned with the Common Core Standards and the WIDA Standards (adopted by the State of New Mexico). An English Language Development (ELD/ELA) curriculum is in place for Secondary (6th-12th). A new monitoring system (ELLevation), which includes instructional supports specific to identified ELL students, will be implemented beginning this school year. Quarterly Interim assessments are aligned with the curriculum pacing guides and used to inform decisions at classroom, building, and district level. Formative assessments are used by teachers to provide ongoing feedback and to adjust teaching as needed. CCSD has purchased iStations for grades K-6 in reading and math to use as a baseline progress monitoring tool. Data collected is analyzed to provide a direction for instruction with a purpose. Finally, Tier 2 and 3 instruction for students who scored a 1, 2, or 3 on the ACCESS 2.0 assessment will have support through the use of Imagine Learning (State approved EL program).

Note: Student achievement proficiencies may be attained from the PED's Assessment and accountability website: <https://webnew.ped.state.nm.us/bureaus/accountability/>

3.2 SCHOOL SAFETY

Objective.

Central consolidated school district objective is to provide a safe and caring environment that fosters improved educational success in and out of the classroom. With the tragic/pandemic events that has happen across the country/world we have taken improved steps to address the safety of our facilities and the health/wellness of our staff and students. The need for improved training for our staff to handle an emergency. This improvement will only enhance the positive learning environment that encompasses Dine' philosophies of thinking, planning development and competency. Our main goal is to provide a community-based approach to safety and security and create a resilient staff, student body and community.

Background.

Central Consolidated utilizes the four elements of emergency management planning, mitigation, response and recovery. We are able to handle a myriad of emergencies with the tenets listed below.

CCSD Leadership: We have strong leadership from our school board, superintendent, safety coordinator, and district emergency planning teams, cultural assessment teams that ensure that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and school-based plans.

CCSD utilizes Incident Command System: The ICS is a standardized organizational structure that is the basis of SEMS and NIMS, designed to handle: Management, Operations, Logistics, Planning, and Administration & Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The Incident Commander is the highest-ranking official in charge of the emergency response operations.

CCSD School Emergency Management Plan: At all of our schools we have created a plan tailored and fine-tuned to meet the unique needs and resources of each individual school. Our site-based plans include team assignments, emergency numbers, protocols, and the four phases of emergency management: Mitigation, Preparedness, Response and Recovery.

CCSD School Emergency Teams: We have created site-based teams of individuals with specific duties to perform in order to prepare for and respond to emergencies. The School Emergency Teams are trained to meet individual school needs and implement the plan in the event of an emergency.

CCSD Communication: CCSD has created radio communication with our federal, state and tribal first responders. Our staff is trained to communicate in case of an emergency. We have established clear lines of internal communication (within the school) and external communication (with the district office and community). We have included provisions for after-hours communication (telephone tree), and alternate means if telephone lines are with our hand held radios.

We have created a strong network of partnerships in our San Juan County with our neighboring school districts with the sharing of information and partnering with programs such as Sandy hook promise See Something Say Something. We have memorandum of understanding with

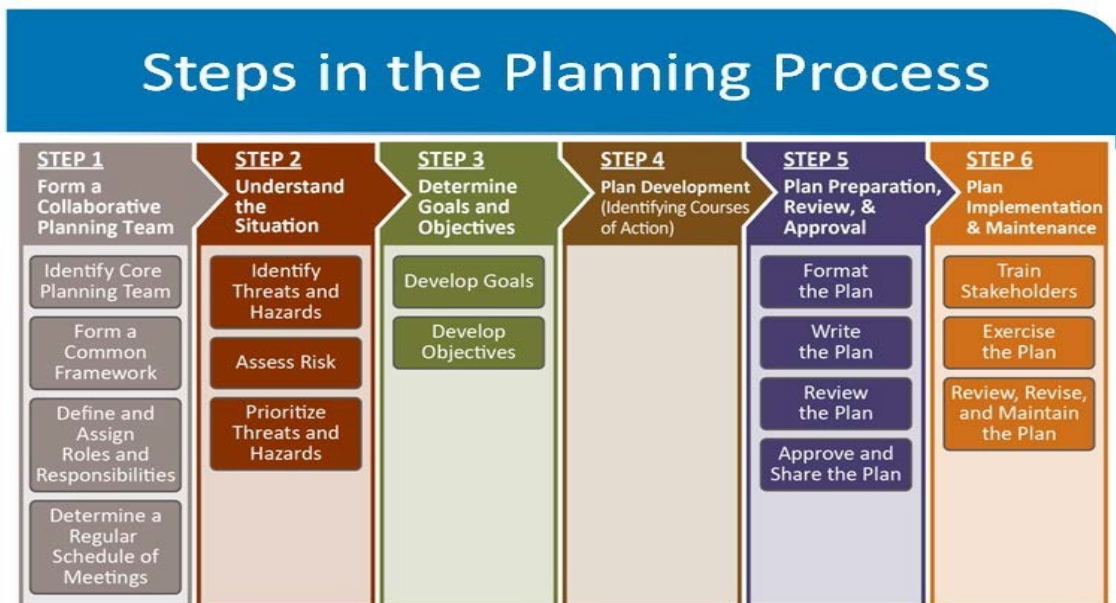
our first responders both from Navajo Nation office of public safety and San Juan County Sherriff's department. This enables us to cater to our unique situation of our school safety on and off the reservation.

Methods.

CCSD has created school Emergency Actions: These are a set of clear directives that may be implemented across a number of emergency situations. These emergency protocols are Evacuation, Lockdown, Shelter in Place. These methods are visualized through training and practice. The purpose of our methods is to control people (visitors). Gain and maintain accountability of people. Ensure that we alert staff and students of emergency situations. Set clear expectations of safety controls within our schools.

The District has embraced the FEMA model for Incident Command and Response. Our team has responded to multiple crisis situations, teaming with local resources to assure the safety of our students. The District has embraced the Incident Command Team (ICT) system from FEMA. All members of the team are trained on FEMA emergency management protocols.

The following processes are used to support school safety planning:



The district administration established training on using the Safe School Guide and technical assistance as needed for each of the requirements and components of the plan. In addition, the following required Assurance forms were uploaded as compliance documentation:

Assurances	
	Americans with Disabilities Act (ADA) and Limited English Proficiency (LEP)
	Bullying Prevention
	Child Abuse and Neglect
	Discipline Policy (including Bus Disruptions)
	Emergency Drills
	Food Safety Inspections
	Identification and Badging
	Integrated Pest Management
	Review, Revise, and Share the Plan
	Tobacco, Alcohol and Drug Free Schools

We have improved our school climate by preventative programs such as Say Something See Something, Bullying prevention, Being safe on the internet. Continued use of our contracted security to help our SRO's create a safer environment.

School Security

Central Consolidated School District is committed to the safety of our students, staff, and community. The District has worked hard to forge partnerships with the Navajo Nation Police Department as well as San Juan County Emergency Response and Law Enforcement. In addition to these partnerships, we employ:

In addition to the seven contract security guards, the District has a ten member Rapid Response Team of Level 3 trained security guards who also work for the Facilities Team. This team is able to rapidly respond to an emergency and provide trained support, no matter what the situation.

Results.

The results of all our hard work has been the collaboration of partner school districts to share safety information and resources. We have worked very hard to build a lasting relationship to work closely with our federal, state and tribal first responders to ensure the safety of the students and staff. Improving of our procedures and protocols in the regard to safety occurs on monthly basis. Safety teams evaluate the needs for each individual school and looks to improve safety protocols or request additional equipment.

Conclusion.

In closing, Central Consolidated School District (CCSD) understands the importance of safety as a priority to the learning process for all stakeholders. CCSD organizes itself to respond with effectiveness to safety hazards and aims to strengthen our security and emergency preparedness through whole community involvement.

CCSD school hosted safety forums, that coincide with national events. Elementary Focus on safety, anti-bullying efforts and how to react to an emergency. Students might be asked if they know what to do if there is an emergency, if they know who to talk to if they feel scared at school and/or if they know how to report a threat.

Secondary Focus on safety, anti-bullying efforts, reacting to an emergency, education on the consequences of false threats and reporting threats. Students might be asked if they know how to report a threat and if they know what actions to take in case of emergencies like active shooters or intruders.

Open discussions on school safety could occur as an opportunity for students to voice their concerns. This open discussion will allow teachers, counselors and administration to gauge students' feelings and provide other resources, like counseling, if necessary. Each safety forum was age-appropriate and will provide students opportunities to express their concerns and opinions.

Action Plan.

Increase communication with the allocation of new radios.

Train with new radios with staff while conducting emergency drills.

Continue threat assessment training with our staff so that we can help prevent emergencies before they happen.

Acquire an emergency alert situation to fortified our strong communication system that is in place.

Continue to upgrade sites with keycard entrance type vestibules.

Train staff in table top exercises on professional development days.

In closing Central Consolidated cares of the safety and security of the staff and students. It is a priority to foster a caring learning environment for all our stakeholders. We will continue to respond effectively to all emergencies and hazards. Our committee will ensure our effectiveness to plan for mitigate, respond and recovery from any emergency and make our community more resilient.

3.3 GRADUATION RATES

Objective.

The graduation objective is to ensure that all American Indian 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 students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence."

Methods.

CCSD Seniors Reported EOY 2020		Reported Enrolled Seniors	
Career Prep		65	
Kirtland Central		175	
Newcomb High		70	
Shiprock High		118	

Results.

Due to covid, the school has implemented the Continuous Learning Plan **to ensure graduation and completion of Next Steps Plans for seniors.** To ensure that seniors were supported, the following were implemented;

Counselors, CCRs, and teachers will stay in contact with Seniors weekly to check progress and need's for college admission and scholarships. Staff will keep contact logs of all communication and submit weekly to their principal.

Conclusion.

School Counselors are making sure that students have enough credits to graduate. They are directed to conduct a transcript audit twice a year and keep records of students who are at risk of not graduating. High schools offer credit recovery classes, afterschool tutoring, intervention class, summer school, Freshman Academy, and night school specifically at the alternative high school.

CCSD offers dual credit classes throughout the district with collaboration with San Juan College, Navajo Technical University, Institute for American Indian Arts, and Diné College. Through Bond Wilson Technical Center, students have the opportunity to earn credit through academies.

Action Plan.

The following are local demonstrations of competency options which were used for seniors who still needed to meet competency requirements in one or more subject areas (PPT presentations, virtual or physical projects, on the job experiences, community services, virtual presentations, local portfolios, etc.).

Competency-Based Assessments

- If the state assessment for the course failed had a passing score, credit will be awarded for that course, or if any of the below apply;
 - Meets adjusted scored of Level 3 on TAMELA (Math, ELA or SBA Science)
 - Met cut score for End of Course (EoC) Assessment
 - Met cut score on PSAT/SAT or ACT
 - Pretests on Edgenuity
- Use modified final exam for designated course credit and scores between locally designed tests, formative/summative assessments, online PSAT/SAT prep;
- Met cut score for college entrance exam, world language competency, industry recognized credential or certificate or college admissions/placement.

Expanded Course Equivalency

- College courses completed through dual credit or career and technical education (CTE) courses may meet learning standards for core credits.
- Local emergency approval of additional equivalencies between college courses, distance learning courses through Edgenuity, or CTE courses that are aligned high schools' courses.

Locally Designed Assignments or Work

3.4 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.**CCSD Attendance Rate base from EOY 2020 - 2021**

LOC LEGAL NAME	LOCATION ID	GRADE RANGE	All Students Count	All Students Rate	All Students Rate
TSE'BIT'AI MIDDLE	160	0608	470	0.918702	91.8702
NIZHONI ELEMENTARY	152	PK05	329	0.920504	92.0504
NEWCOMB HIGH	130	0912	275	0.904028	90.4028
NEWCOMB MIDDLE	126	0608	194	0.920245	92.0245
NEWCOMB ELEMENTARY	116	PK05	235	0.935744	93.5744
NASCHITTI ELEMENTARY	114	PK05	86	0.920266	92.0266
MESA ELEMENTARY	110	PK05	306	0.935007	93.5007
OJO AMARILLO ELEMENTARY	075	PK06	355	0.942035	94.2035
SHIPROCK HIGH	039	0912	606	0.926006	92.6006

KIRTLAND ELEMENTARY	038	KN06	512	0.942086	94.2086
CENTRAL HIGH	035	0912	752	0.948456	94.8456
KIRTLAND MIDDLE	034	0708	485	0.937037	93.7037
EVA B STOKELY ELEMENTARY	026	KN05	253	0.929976	92.9976
CAREER PREP ALTERNATIVE	025	0912	193	0.986569	98.6569
JUDY NELSON ELEMENTARY	060	KN06	590	0.94724	94.724
Central Consolidated	000		5641	0.93426	93.42601

Results.

Attendance Rate pertains to 15 schools (K-12) in the district. For 2019-20, 9 schools have averaged above 93.32% student attendance, particularly Native American Students with the exception of 1 at 91.8702. Overall, the district Native American student attendance, on average, is nearing state average percentage.

Conclusion.

Many of the areas with the highest truancy rates are in low-income parts of the city or state approach is less punitive and more focused on solving the underlying problems that contribute to truancy. There is no simple solution. Truancy happens for different reasons at every grade level, in every family. There are some initiatives in place.

Action Plan.

CCSD established a Truancy Coach for two of the high schools in the Shiprock area. Each building has an attendance secretary to monitor attendance. Schools provide advisement classes and the GEAR UP mentorship program. Schools send out 3,5, and 10-day truancy letters to parents. Students with chronic truancy receive attendance contracts. Saturday and Attendance school is available to make up attendance. Schools provide opportunities for students recognizing them for Perfect Attendance.

For Covid School Re-entry Action Plan on Attendance on Remote Learning:

Attendance will be supported for remote learning for Pre-K through 12th grade students ensuring student engagement and participation, and using high quality instructional materials.

- Following the NMPED's guidance on attendance, during remote-only learning and remote portions of hybrid learning models, attendance will be taken daily, per the Attendance for Success Act. Student ability to participate in remote learning opportunities is inherently inequitable. While some students will have time, space, equipment, and support to participate in instructional activities remotely, others will not. CCSD procedures on attendance will account for those inequities when providing for how student attendance in remote learning is determined. For instance, if attendance is taken during a synchronous online learning activity, students will have the opportunity to call in, participate in an asynchronous learning activity, or otherwise provide evidence of their engagement with the curriculum on a particular day. Additionally, for students who do not have electricity at

home, attendance will be taken daily either by phone call (for parents who have cell service), or at the meal delivery stop (students will use their school ID for food service meal counts as well as attendance verification) – meals are delivered daily via district transportation.

3.5 PARENT AND COMMUNITY INVOLVEMENT

Objective.

"The parent and community objective is to ensure that parents; tribal departments of education; community-based organizations; urban American Indian community members; the DOE; 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 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. Studies have shown that when parents participate in their children's education, the result is an increase in student academic achievement and an improvement in the student's overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains."

Methods.

Tutoring is provided afterschool and additional resources that are programmatic such as Edgenuity, Credit Recovery, Brain Pop, Stemscores, curriculum support, IStations Math and Reading 3-8 are implemented to close academic gaps.

In addition, to support Math, workbooks were ordered to support students during pandemic school closures. Brain Quest workbooks and Summer Bridge K-6 are additional supports providing additional opportunities.

Additional supports also include science fairs, science Olympiads, Fine Arts, Music, Enrichment programs, Literary tech support (additional novel sets to support literary talks in addition to curriculum), Times for Kids, Scholastic, Computers, technology, robotics, 21st Century, worksheet packets (paper supplies), mass printing to Staples (postage was provided to mail out packets) and laptops were given to seniors and students who need to take assessments, and school supplies were purchased.

During School Year 2019-2020, Central Consolidated Schools had a district Parent Indian Education Committee (IEC) comprised of 8 Native American Parent Representatives from the three regions within our district, charter school, and residential. The district also has an Indian Parent Advisory Committee comprising of Teacher Representatives (Elementary Level and Secondary Level), and Native American High School Student Representatives. The IEC and IPAC collectively involve parents, teachers, and students in serving as an active voice, participation and connection between schools and tribal community in support of student services, parental support, community involvement, and academic achievement. Through IEC and IPAC activities, several parents, teachers, and students from all 16 schools had an opportunity to attend conferences and training activities on topics such as English Learners, Tribal Consultations, NMPED Indian Education Summit, and Institute for American Indian Education. In continuum of federal funded Johnson O' Malley, Title VI Federal Indian Education, and Title VIII Federal Impact Aid sponsored events and activities, Central Consolidated Schools assisted Native American English language learners in strengthening

their self-esteem and improving their academic achievement through incorporation of the students' unique culture, language, history, and technology into classroom instruction. Diné teachers received training in Second Language Acquisition and Methodologies, Long-Term Sustainability Strategies, and Curriculum and Assessment Revision. American Indian students participated a series of sponsored cultural activities such as Build Your Cultural Knowledge Workshops to foster their cultural identity and continual use of oral Navajo Language through Diné culture and language activities such as field trips. Based on focus groups, family engagement surveys, and observations, our CCSD parents, students, and teachers highly emphasized the need for building strong and healthy Native American families.

Results.

Pandemic school closures results:

- Consultants for teachers at Tier 1 were provided to support issues such as lesson planning, understanding PLCs, and classroom management. Credit Recovery also allowed students to graduate, and it provided an opportunity to have students complete credit recovery through the pandemic. Elementary used 21st century for tutoring, worksheets packets that were handed out were successful as many students did not have access to technology and internet. Laptops were also given by each school based on need for seniors.
- Parent surveys were done by district for feedback regarding technology needs assessment, SEL support was provided, and through surveys, the district received results for the completion of the continuous learning plan
- Data was also provided from Edgenuity

Public hearings, tribal consultations, parent orientations, needs assessments, observation tools, surveys, and focus groups were used to evaluate the programs and activities. Results were used to amend and revise programs and activities to promote student and parent contribution aligned with district, state, and federal initiatives.

Conclusion.

Pandemic Conclusion:

- Focus on SEL for students, technology support with seniors was a priority, ensuring families and fulfillment of basic needs were achieved.
- District provided basic support such as SEL, food, health and wellness, and supported homeless students.

Professional development and training provided for teachers, parents, and students supported professional learning in the core content areas, and student leadership through the implementation of program methodologies and initiatives. The Indigenous way of thought is implemented in the academic and in the preventative and intervention of family and student support to promote cultural and linguistic identity.

Action Plan.

Pandemic Action Plan:

- Identify technology support
- Support in closing technology gaps in virtual learning
- Closing academic gaps during school closures due to COVID pandemic.
- Teacher support and professional development and learning, additional support for student assistance team,
- Schools will provide professional development for parents with Google and SEL

- Parent nights, drive -by open house nights, parking lot technical assistance
- Superintendent weekly message to parents and community,
- Robo calls and text messages to parents, district website and social media updates, utilizing local Navajo radio station to provide district information, collaborate with local government to distribute information
- Re-entry plan involving communities, parents, teachers, and administration.
- Schools provide newsletters and social media platforms to provide information to parents

Family & Community Communication

How families are informed about changing circumstances

- The Communications Department aims to keep stakeholders informed while also building confidence in our district's ability to equip students for college, career and community success. No matter the environment -- a traditional school model, virtual learning or an emergency response plan -- the district's Communications team will continue to provide timely, critical and necessary information for all audiences through multiple means; respond to media inquiries and suggest news coverage of meaningful school-related issues; strengthen community partnerships; support employee engagement, and direct many other "business as usual" communications strategies.
- With the possibility of changing health advisories and the potential for schools to open and close and deliver alternative learning modes simultaneously in response to those changes, the district is anticipating an increased need for quick, creative, clear and consistent messaging. The Communications team is prepared to collaborate with internal and external subject matter experts and use varied strategies to reach multiple audiences with the most accurate and up-to-date details.
 - a. District/ School Website = Website is updated by R. Taboada
 - b. Robo-call = The Front Office will send out information to families with updates (pending the contact is correct)
 - c. School Facebook/Social Media = The Front Office will update the FB account as needed and as often as needed
 - d. Email = Teachers use email to inform and keep in contact with families
 - e. Phone = Teacher use phones to contact families and keep them updated as needed
 - f. Class Dojo and Remind app

How district families and caregivers are supported as they facilitate learning and the social-emotional needs of students at home

- Now that parents and caregivers are overseeing learning at home, we need to ensure that students continue to build and practice social and emotional skills in meaningful ways, especially when distractions and anxieties from current events and in their

personal communities are at an all-time high. Here are some ideas for parents and caregivers at home:

1. Adult self-care
2. Establish routines for the entire family
3. Be intentional about your engagement with your family
4. Acts of Kindness
5. Engage in creativity
6. Find daily celebrations and talk about them
7. Validate your child's thoughts and feelings when anxious
8. Help your child express their feelings
9. Be a great role model
10. Remain positive

All Teachers, Resource teachers, Elective Teachers, and Support Staff will provide support by contacting parents and asking for any additional support they may need for their child(ren). Teachers will be required to keep office hours daily, and document the parent contacts made during these times. Any other additional support will be directed to the School Principal and she/he will seek assistance from the school district to provide the support for the student. Additional support may be counseling referrals, behavior referral, or emotional needs.

The school will continue to offer support through the identification of the School Counselor office hours and face-time accessibility for students/families in need. The School Counselor will hold office hours and will be providing resources for students through Google Classroom, School Website, and Facebook. For students who do not have access to the internet, the School Counselor will include any resources in student packets every two (2) weeks. Students will be allowed to check in and schedule appointments through the phone and/or email with the School Counselor. Each school will post resources on our Facebook, Google Website and share on a case by case basis during phone check-ins. This includes the following:

- Optum Emotional Support Help Line at 1-866-342-6892
- Sanvello: <https://www.sanvello.com/>
- Coping with Traumatic Events webinar:
<https://bli.webex.com/bli/lsr.php?RCID=07c1389e47173fe4e370b024cb6b973e>
 - Get the Best of Stress webinar:
<https://balancinglifesissues.webex.com/balancinglifesissues/lsr.php?RCID=7655016ead7446c1632116b9aacb6cd8>
- For Crisis or Emergency Care: Call 911

How CCSD will ensure families and students are supported in multiple, appropriate languages

Provide instructional material in first language if needed, providing CLRI and interpreters when needed. Tutoring will also be available for those families who request. CCSD will regularly

provide support in Dine, Spanish, English, and Filipino (Tagalog). CCSD has staff who are fluent in the aforementioned languages and will be made available to prioritize support for families.

Childcare providers to support families' access to childcare

- CCSD is partnering with the NMRECA School Reentry Childcare Project. Many of our school communities have scarce to nonexistent childcare services available to parents. We have made contact with NMRECA, and they are assisting CCSD in identifying childcare providers to support families during our remote and hybrid re-entry models.

CCSD will develop family-centered workshops and trainings in areas of parenting skills, career and post-secondary planning, advocacy for cultural and linguistic knowledge, and promoting student leadership at the school, community, tribal, and national level.

3.6 EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective.

The tribal students' educational programs objective is to recognize and support the unique cultural and educational needs of American Indian students enrolled in public schools and charter schools.

Background.

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

Methods.

The Robotics program continues to be very successful with the Elementary schools. They have increased the program to other Elementary schools based on the success of participation and academic achievement by the participants. The Robotics Club promotes the integration of science, technology, engineering, and math among students. Participating is an exciting experience for anyone interested in robotics, engineering and technology. It is a wonderful opportunity to see how mathematics, science, and communication skills transform into fully functional robots. The club competes in robotics competitions within the State of New Mexico.

Century 21 also offered at the Elementary level provides tutoring support, physical fitness, and art education.

Bond Wilson Technical Center is a bold, new district initiative to revamp the high school experience around students' career interests and our local industry. Innovative dual credit offerings combined with industry work experiences will result in students being ready to enter the workforce and the post-secondary setting. The objective of the center is to develop a new generation of globally competitive, skilled students that will support the evolving economic needs of the Navajo Nation and surrounding communities.

A majority of our American Indian students are identified as English Learners. As English Learners, they are in a unique situation where they have another language in the home other than English. This unique situation identifies our American Indian English Language Learners as learners who process the learning of the English language in a unique way in terms of the development and comprehension processing time. They are also unique because they fall into a category that Academic norms do not address, such that their first language is English but they also do not speak their Heritage language. The district has implemented initiatives to address our American Indian English Learners by providing professional development and learning for our administrators and teachers across content areas.

Dual Credit is also provided for high school students with assistance in tuition and books.

Students who place in remedial classes also receive tuition assistance with Indian Education grants. Dual Credit provides transportation to and from the local colleges.

Results.

Statutory requirements authorized by the Legislature during the June 2020 special session require districts and charter schools to prioritize additional instructional time for all students in the 2020-2021 school year to recover instructional time that was lost to students in the 2019-2020 school year due to the public health emergency.

Districts and charter schools should participate in the Extended Learning Time Program **for all students**, which will be funded appropriately through the SEG:

1. ten additional instructional days beyond the number of regular instructional days provided in the 2018-2019 school year;
2. a five-day school week and one hundred ninety instructional days during the 2020-2021 school year; or
3. a four-day school week and one hundred sixty instructional days during the 2020-2021 school year.

Another option to prioritize additional instructional time is to participate in the K5+ program for all of your elementary schools district-wide, which you can stack with the Extended Learning Time Program so that each of the 205 instructional days are at least 5.8 hours long (what if there is remote learning – will PED be auditing what constitutes 5.8 hours?). Again, these programs will be funded appropriately through the SEG. Programs will be funded based on the following prioritizations: 1) district wide approaches, 2) entire elementary approaches, and finally, 3) populations with high numbers of free-reduced lunch.

Conclusion.

District/State Charter (LEA) identified/named as Central Consolidated Schools hereby assures the New Mexico Public Education Department that:

1. the LEA will follow the requirements for a Continuous Learning Plan for the remainder of the 2019-20 school year;
2. the LEA will develop a Continuous Learning Plan that meets course and demonstration of competency requirements for high school seniors;
3. the LEA will pay all current hourly employees during the balance of the 2019-20 school year based on the plan developed;
4. the LEA will submit a completed Continuous Learning Plan by Wednesday, April 8, 2020; and
5. the LEA will enroll all new students according to state statute and the local district/state charter enrollment policies and provide an education plan for all new students for the duration of the 2019-20 school year.

Action Plan.

Covid Re-Entry Plan:

Remote Learning Plan: High School Seniors' Graduation Requirements

How CCSD is ensuring credit requirements will continue to be met in a remote learning environment

Instruction in all courses is being provided via Google Classroom and/or Edgenuity. Students receive direct instruction from teachers for all enrolled classes. Additionally, students can engage in credit recovery with Edgenuity online learning courses. Both options provide course credit upon completion. Course progress will be monitored by teachers and guidance counselors.

The daily schedule has been changed for the remote/distance/virtual and hybrid learning settings. In the past, student schedules were based on 7 classes taught for a full year. This provided students the opportunity to earn 7 High School credits toward graduation. During the remote learning plan, students will have 4 courses taught in semester blocks. This provides a reasonable expectation of quality student learning and ability to score well on mandated assessments. This also provides the students the ability to earn 8 credits in this school year. If any students missed earning credit for any reason in the past, there is an opportunity to recover or earn additional credits toward graduation.

Demonstrations of competency options that will be used for seniors who still need to meet competency requirements in one or more subject areas (PPT presentations, virtual or physical projects, on the job experiences, community services, virtual presentations, local portfolios, etc.).

Competency-Based Assessments

- If the state assessment for the course failed had a passing score, credit will be awarded for that course, or if any of the below apply;
 - Meets adjusted scored of Level 3 on TAMELA (Math, ELA or SBA Science)
 - Met cut score for End of Course (EoC) Assessment
 - Met cut score on PSAT/SAT or ACT
 - Pretests on Edgenuity
- Use modified final exam for designated course credit and scores between locally designed tests, formative/summative assessments, online PSAT/SAT prep;
- Met cut score for college entrance exam, world language competency, industry recognized credential or certificate or college admissions/placement.

Expanded Course Equivalency

- College courses completed through dual credit or career and technical education (CTE) courses may meet learning standards for core credits.
- Local emergency approval of additional equivalencies between college courses, distance learning courses through Edgenuity, or CTE courses that are aligned high schools' courses.

Locally Designed Assignments or Work

- Student produced artifacts
- Student led conferences based on student chosen artifacts
- Student portfolios – focus on district identified requirements

Plan to ensure graduation and completion of *Next Steps Plans* for seniors in a remote learning environment.

Counselors, CCRs, and teachers will stay in contact with Seniors weekly to check progress and need's for college admission and scholarships. Staff will keep contact logs of all communication and submit weekly to their principal.

Remote Learning Plan: Pre-K through 12th Grade

How CCSD will support remote learning for Pre-K through 12th grade students: grading, attendance, ensuring student engagement and participation, and using high quality instructional materials.

- **Attendance:** Following the NMPED's guidance on attendance, during remote-only learning and remote portions of hybrid learning models, attendance will be taken daily, per the Attendance for Success Act. Student ability to participate in remote learning opportunities is inherently inequitable. While some students will have time, space, equipment, and support to participate in instructional activities remotely, others will not. CCSD procedures on attendance will account for those inequities when providing for how student attendance in remote learning is determined. For instance, if attendance is taken during a synchronous online learning activity, students will have the opportunity to call in, participate in an asynchronous learning activity, or otherwise provide evidence of their engagement with the curriculum on a particular day. Additionally, for students who do not have electricity at home, attendance will be taken daily either by phone call (for parents who have cell service), or at the meal delivery stop (students will use their school ID for food service meal counts as well as attendance verification) – meals are delivered daily via district transportation.
 - **Grading:** Grading will be based upon standard mastery for progress reports. The traditional grading criteria for each site will be used for quarterly, semester, and annual grades. Grading criteria is detailed by site in the school handbooks.
1. Blended learning through LMS platform
 2. Continued training and implementation of CLRI
 3. Acceleration with chunking of curriculum and plan for remediation as needed
 4. Teachers will use the current curriculum maps - highlighting RL and RI 1-3 as essential standards.
 5. Acceleration with chunking of curriculum and plan for remediation as needed
 6. Instructional pacing guides to focus on core instruction of assessed standards
 7. Instructional materials at instructional level but addressing grade level standards to close learning loss from spring closure

These PD opportunities are based on Principal Requests:

- ZOOM meetings are being used to support teachers.
- Google Classroom and Google Suite
- Culture and Heritage Department
- Ongoing Support from Mia Allen for EL consultation
- WIDA ACCESS online trainings for certification
- Heritage Language
- E-WIDA

Curriculum and Instructional Coaches Department (Trainings available for teachers and principals):

- ELlevation Strategies
- Edgenuity
- Istation
- BrainPOP
- ZOOM meetings
- SchoolNet
- MidSchoolMath
- Big Ideas
- Imagine Learning

Student Support Services (Trainings available for ALL staff):

- Behavior Management
- IEP (Individualized Education Plan)
- SAT/MLSS/Rtl Best Practices/Procedures/Documentation
- Goal Implementation
- Evaluation and Re-Evaluation
- Additional trainings are available through UNM-Child Behavioral Health
- PAX Trainings for Social Emotional Support
- Life Skills/Students with Autism Classrooms training on N2Y

Technology support will be available for families and teachers

- Digital Devices will be provided to all students and Staff
- K-2 iPad (Student and Teacher)
- 3-6 HP Chromebook Laptops (Student and Teacher)
- 7-12 MacBook

CCSD will ensure that all students have adequate access to devices and the internet

- Teacher and Student check-out process will be included in district-wide Technology Plan shared with school sites during principal orientation
- Internet connectivity available
- Smart Busses are at identified locations

- School internet accessibility through parking lots, buildings and identified areas
- Information will be gathered at registration at schools
- Jet Pack; device that allows a laptop to connect to internet through cell service
- Additional Bandwidth Connectivity purchasing
- Sacred Winds posted 6 additional WiFi locations between Bloomfield and Hogback
- NTUA

CCSD will continue to provide MLSS/ RTI and SAT services in a remote learning environment

Provide additional instructional supports to:

- students at-risk of not graduating on time ▪ students with disabilities (compensatory services)
- students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.)
- other students identified as being behind academically by teachers and parents. o Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, world language, CTAE, computer science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.)

Address learning loss:

- Help students catch up/get ahead
- Provide grade level standards instruction utilizing instructional level materials to bridge learning gaps
- Provide extended learning opportunities through before/after school programs, Saturday school, etc.

CCSD will continue to provide special education services in a remote learning environment

- Special Education teachers and related service providers will have in place consistent data collection and service log procedures for use across hybrid and remote learning environments. Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making any necessary adjustments to instruction. Periodic reports on the progress the child is making toward meeting the annual goals will be provided and is documented in TieNet (database for IEPs and related documents).
- Classroom teachers and Resource teachers will follow up on IEP goals and accommodations for their students. Classroom teachers are providing work to meet their SWD and SAT student needs. Resource teachers are contacting parents to inform them of the work that is given to their students and accommodations that their child needs.

Resource teachers remains in contact with their SPED students' classroom teacher, Occupational Therapist, Speech Therapist, and District Clinical and Non-Clinical Social Workers in providing online services to our SPED students. Supports for identified SSO:

1. Weekly ZOOM calls with team to discuss successes and challenges
2. Virtual meetings/conference calls are ongoing for students with an individual plan (IEP/REED/EDT) to meet the Federal Guidelines for compliance for students with disabilities.
3. Services are provided through virtual/conference/social media platforms
4. Work Packets have been developed for Life Skills and students with Autism and are planned to be delivered next week.
5. Social Workers and Nurses have been providing Social Emotional support
6. Working with Food Services to create a plan to get meals for students who are medically fragile.
7. Virtual IEP meetings; change of services if necessary; direct and indirect services continue
8. Medically fragile students learning environment will be based on an individual basis depending on the student's medical needs and health information provided by the student's physician.
9. Students in the high needs classroom (life skills, behavior and autism) will need consideration of attending school more often than doing virtual learning.
10. Federal law requires distance learning be offered to SWD the same as non-disabled peers.
11. Contact logs of services provided will be kept for each student receiving students

CCSD will continue to provide bilingual education in a remote learning environment

- English learners will receive the appropriate language supports that they need and are entitled to receive remotely by certified bilingual teachers. Same portion of instructional day of services – 45 min daily or 3 hours daily
- WIDA/ACCESS
- Avant Stamp and State Seal of Bilingualism- Biliterary
- Honor sovereignty of Native American Tribe: Navajo
- Consult with local Tribal leaders about how best to communicate and collaborate with communities
- Use relevant, local data with and from Navajo Nation
- Collaborate with Tribal governments to address school reopening or school closure decisions
- Identify a point of contact for Navajo Nation – Derek Franklin
- Include representatives from the Navajo Nation on every committee possible while creating Reentry Plan

CCSD will support continued, remote instruction for dual enrollment courses

- Dual enrollment courses will continue as proposed in the High School remote learning model. The block schedules have been aligned with the local Institutes of Higher Ed that are partnering for the dual enrollment courses. The district has committed to purchasing text books for the dual enrollment courses.

CCSD will support at-risk students, Native American students, and students served under Title Programs (EL, Migrant, homeless etc.).

- During remote learning teachers will continue to meet with their Student Assistant Teams virtually. PAX and Cultural Assistance Team will continue to support mental health and wellness of students. Interventions will be supported virtually by Instructional Response Specialists and Academic Coaches. Our Homeless students will continue to be referred and assisted by our district Specialist with support from our Health and Wellness department.

How educators/staff will check-in with students. How frequently? For how long?

- Our Teachers and staff are contacting majority of their students on a weekly basis and keeping a Parent Communication Log in which, they turn in their School Principal for documentation. Teachers with Educational Assistants also assist the classroom teachers in reaching out to the parents as well. Elective teachers are assigned to contact parents as well and offer any assistance in the areas of Music, PE, FACS, Art, etc. activities. Teachers may also use email, texting, or Zoom meetings to contact parents and document their communication.

Plan for Career and Technical Education.

- CTE will follow the plan devised for normal instruction as a Pass/No Credit. CTE teachers contact students to provide innovative ways to provide hands-on experiences at home such as culinary students preparing meals at home, ag students working with livestock or building a home garden, and construction students doing home improvements. Digital learning platforms will be provided to students to create tutorials and interactive online learning experiences.

Plan to address electives/specials and extracurricular activities.

- Elective teachers will be required to check in with students and by posting activities on a school's website or Facebook or sending assignments via email. For instance, the music teacher could post a music BINGO activity that families can play at home. The Art and PE teacher could post activities that involve their respective areas of instruction. Each teacher will be required to post at least one activity per week. Parent Contact Logs will be required from the elective teachers at the secondary level as well as submitting weekly work summaries and reflection on Fridays to the Principal.

Social and Emotional Supports

Creation and implementation of frameworks for social and emotional support, including adopting school-wide curriculum, partnering with community organizations and , and training teachers, educational assistants, counselors, social workers, and other appropriate staff and/or volunteers to provide regular social and emotional support and to recognize trauma and provide trauma support to students

- The district addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff. This will be addressed on the staff development days prior to the start of school as well as regularly scheduled professional development sessions throughout the year focused specifically on COVID-19 topics.
- School Counselor will set up office hours and will be in contact with students on a weekly basis. They will provide support and counseling if necessary. The school counselor will act on any referrals appropriately, from contacting parents to contact agencies in support our students. District Clinical and Non-Clinical Social Workers will continue to contact students and families that they work with. District Clinical and Non-Clinical Social Workers will contact parents and students and provide additional support in the areas of behavior and emotional support that the students may need. All Support Staff will be in contact with the School Principal and report any additional services that may need to be provided for.

CCSD will support all students' social and emotional needs

- Provide a "First 20 Days" Plan for Administrators and Teachers to use with Teacher and Students
- Complete Daily Check-ins for social/emotional health – Admin to teacher, teacher to student.
- Provide PD, resources and webinar links for support of students and staff *feeling anxious, overwhelmed, depressed, sad, etc.*
- Provide PD, resources and webinar links for support of students and staff in *building community, honoring the cultures* of school demographics.
- Provide PD for admin, teachers and staff on *grief and resiliency*.
- Training for Crisis and Care Support Teams including CPI Module - Continuous Behavioral Model
- Utilize See Something, Say Something App. also to be included on LMS platform
- Resources available to teachers for SEL support provided at weekly Professional Learning Communities (PLCs).

- Development of framework/plan for social justice issues, bullying, and student voices topics, career readiness including process for making referrals to social workers.
- Partnerships with local, community agencies; Navajo Nation Behavioral Support, Capacity Builders, Chapter Houses,
- Complete Daily Check-ins for social/emotional health
- Provide short mini-lessons for support of students and staff feeling anxious, overwhelmed, depressed, sad, etc.
- Provide short mini-lessons for support of students and staff in building community, honoring the cultures of those in attendance.

CCSD will ensure continued mandatory reporting and wellness checks

- CCSD participates in See Something Say Something
- Internal processes for teachers and principals to make referrals to SW/Nurse/Safety Team
- Observations by teachers and ancillary service providers via Zoom.
- Follow CYFD and Navajo Nation Duty to report. All CCSD are trained with procedure upon returning to work.

3.7 FINANCIAL REPORTS

Objective.

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

Background.

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

Central Consolidated Schools has various funding sources that we pursue and report annually to provide equitable educational opportunities for American Indian students through both state and federal funding. The revenues reported below include: Johnson O'Malley (JOM), Title VI Federal Indian Education, Title VIII Federal Impact Aid, and New Mexico Indian Education Act. Title VI and Title VIII are reported per the compliance requirement from the two funding sources that directly provide opportunities for services directed to American Indian students. JOM, Title VI, and Title VIII are awarded through a federal application process which requires certification by tribes relating to completed Federal 506 forms which require a certificate of Indian Blood. New Mexico Indian Education Act grants are awarded through a competitive application process.

Additionally, Central Consolidated Schools has the opportunity to apply for other grant opportunities offered through the New Mexico Public Education Department (NMPED). The NMPED offers several funding opportunities using state allocations and federal flow through allocations. Many allocations of funds are conducted through a competitive process. Other

funding, like the Bilingual Multicultural Education Program, is generated by the number of students and of hours of participation in school-based programs.

Fund Number	Description	Budget	Expended YTD	% Used
24153	ENGLISH LANGUAGE ACQUISIT FUND	134,156.00	75,956.99	56.62
25131	JOHNSON O MALLEY FUND	445,485.00	358,047.34	80.37
25147	IMPACT AID INDIAN EDUCATION FUND	388,731.00	314,626.17	80.94
25184	INDIAN ED FORMULA GRANT FUND	441,618.42	358,633.91	81.21
27150	INDIAN EDUCATION ACT FUND	60,000.00	57,079.16	95.13
TOTAL		1,469,990.42	1,164,343.57	78.85

Conclusion.

The financial report below is based on Central Consolidated Schools estimated operating budget.

Action Plan.

Central Consolidated Schools will continue to monitor estimated budgets and expenditures in order to continue providing equitable funding opportunities for American Indian students.

3.8 CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES

Objective.

The objective of Indian policies and procedures (IPP) 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.

Background.

Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall 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, verifying that New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VIII Impact Aid funding requirements.

Methods.

The Culture Heritage Department schedules Tribal Consultation meetings every year. The Tribal Consultation includes members that represent the local chapters that border our school district. The members are local government officials. During the 2nd Quarter meeting, members that include our Indian Parent Advisory Committee and Indian Education Committee, review the current IPP and make revisions as needed. The revisions are made and approved for review. At the Indian Education Committee meeting, it is placed on the agenda for approval. The IPP is then presented to the school board and approved based on revisions or as is. The IPP is then sent to the local tribal officials, Indian Parent Advisory Committee, and Indian Education Committee. The document is also placed on the district website and it is sent in with our Impact Aid application in December.

Results.

CCSD has consulted with local tribal officials and or their designated representatives and parents of Indian children in the planning and development of Indian Policies and Procedures (IPP), general education programs and activities. The policies and procedures will be reviewed annually in November. Revisions are made within 90 days of the determination for requirements that are not being adequately met.

Conclusion.

The IPP is approved by the Indian Education Committee and School Board.

Action Plan.

CCSD will disseminate relevant applications, evaluations, program plans, and information related to the district's education program and activities with sufficient advance notice to allow opportunity to review and make recommendations to the IPP. Advance notice will be provided to local tribes and or their designated representatives within a 50-mile radius, Indian Parent Advisory Committee, and parents of Indian children.

Note: Federal Title VIII Impact Aid has changed to Title VII for SY 2018-2019. Also report on any plans to strengthen or improve Tribal consultation.

3.9 SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPUTS 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.

High School Senior Continuous Learning Plan

How CCSD will ensure credit requirements are met

Grades for High School and Middle School Only

- Grades for Semester 2 will be Pass/No Credit.
- Quarter 3 grades will stand.
- Semester 2 Pass/No Credit will be determined starting with a foundation of Quarter 3 grades.
 - If student passed Quarter 3 they will be exempt from Quarter 4 assignments but will receive enrichment activities that will not be graded and will pass Semester 2.
 - If student failed Quarter 3 they will be assigned Quarter 4 assignments with opportunity to Pass for Semester 2.
 - If student completes Quarter 4 assignments to teacher satisfaction of mastery they will earn a Pass for Quarter 4 and a Pass for Semester 2.
 - If student does not complete Quarter 4 assignments to teacher satisfaction of mastery they will earn No Credit for Quarter 4 and No Credit for Semester 2.
- Credit Recovery/Edgenuity threshold will be established at 50 percent completion with a passing grade (40 percent completion with a passing grade for students with an IEP) to earn credit for the course. Seniors who are in jeopardy of not graduating will be identified at each high school. Technology will issue these students a laptop so student an access internet for online assignments and/or classes.

How CCSD will support completion of dual enrollment/AP courses

Dual Credit (DC) and Advance Placement (AP)

- Traditional Dual Credit: San Juan College (SJC) has moved to online learning for all students. The majority of Central Consolidated students that participate in San Juan College Dual Credit coursework are online students. College Career Readiness (CCR) coordinators will reach out to online and non-online students to make sure that they have online access to continue their studies online. If not, they will advise on students taking a different grading scale from the college. SJC has given students additional grade options of taking the letter grade: S for Satisfactory, U for Unsatisfactory (no change in GPA), or an I for incomplete.
- Students who are experiencing hardship or academic issues can contact their high school CCR coordinator and the SJC student services department. Students are also encouraged to contact their instructors via email, check their canvas and college email daily.
- Counselors & CCR coordinators should be keeping a contact log with DC students (shared with principals) to ensure they are being as successful as possible with online learning.
- Site-based Dual Credit which is taught by CCSD teachers (San Juan College, Navajo Technical University, Institute of American Indian Arts, Eastern New Mexico University), will follow the college protocol for grading or the same grading practices as in the normal classroom but with a percentage as detailed below. Because of earlier start dates, increased face to face contact, and expedited Q4 content delivery in preparation for Q4 state mandated testing, much if not all of the course content has been covered in site-based instruction. Grading practices will be as follows:
 - 3rd quarter grades will be used to determine which students will earn semester credit and that would be the basis of their overall percentage grade.
 - Students with less than a passing grade or students that would like to increase their Semester 2 percentage, will be allowed to access learning and turn in work deemed necessary by the instructor to receive a higher grade.
 - Site-based DC teachers will reach out and attempt to contact students with a D or below. Students that would like to increase an already passing score, will need to get in contact with their DC teacher to access required work to improve their grade.
 - Grade reports will be sent in to higher education partners as normal on the completion of Q4 with a percentage grade.
- Advance Placement (AP) courses will utilize the same grading protocols as Site-based dual credit as follows:
 - 3rd quarter grades will be used to determine which students will earn semester credit and that would be the basis of their overall percentage grade.
 - Students with less than a passing grade or students that would like to increase their Semester 2 percentage, will be allowed to access learning and turn in work deemed necessary by the instructor to receive a higher grade.

- AP teachers will reach out and attempt to contact students that are failing. Students that would like to increase an already passing score, will need to get in contact with their AP teacher to access required work to improve their grade.

How CCSD will demonstrate competency options which will be used for seniors who still need to meet competency requirements in one or more subject areas (PPT presentations, virtual or physical projects, on the job experiences, community services, virtual presentations, local portfolios, etc.).

Competency-Based Assessments

- If the state assessment for the course failed had a passing score, credit will be awarded for that course, or if any of the below apply;
 - Meets adjusted scored of Level 3 on TAMELA (Math, ELA or SBA Science)
 - Met cut score for End of Course (EoC) Assessment
 - Met cut score on PSAT/SAT or ACT
 - Pretests on Edgenuity
- Use modified final exam for designated course credit and scores between locally designed tests, formative/summative assessments, online PSAT/SAT prep;
- Met cut score for college entrance exam, world language competency, industry recognized credential or certificate or college admissions/placement.

Expanded Course Equivalency

- College courses completed through dual credit or career and technical education (CTE) courses may meet learning standards for core credits.
- Local emergency approval of additional equivalencies between college courses, distance learning courses through Edgenuity, or CTE courses that are aligned high schools' courses.

Locally Designed Assignments or Work

Plan to ensure graduation and completion of *Next Steps Plans* for seniors.

Counselors, CCRs, and teachers will stay in contact with Seniors weekly to check progress and need's for college admission and scholarships. Staff will keep contact logs of all communication and submit weekly to their principal.

Academic Support:

Professional development plan for your staff related to continuous learning.

These PD opportunities are based on Principal Requests:

- ZOOM meetings are being used to support teachers.
- Culture and Heritage Department

- Ongoing Support from Mia Allen for EL consultation
- WIDA ACCESS online trainings for certification
- Heritage Language
- E-WIDA

Curriculum and Instructional Coaches Department (Trainings available for teachers and principals):

- ELLevation Strategies
- Edgenuity
- BrainPOP
- Istation
- ZOOM meetings
- Eureka Math-Embarc Online
- SchoolNet
- MidSchoolMath
- Big Ideas
- Imagine Learning

Student Support Services (Trainings available for ALL staff):

- Behavior Management
- IEP (Individualized Education Plan)
- Goal Implementation
- Evaluation and Re-Evaluation
- Child Find
- Additional trainings are available through UNM-Child Behavioral Health
- PAX Trainings for Social Emotional Support
- Life Skills/Students with Autism Classrooms training on N2Y

How CCSD will support continuous learning for Pre-K through 11th grade students based on the resources and capacity of your community.

Due to the lack of internet availability and lack of technology usage (laptops, computers, tablets), our only option now is for teachers to contact parents through phone calls, texting, or emails and provide support for their child(ren) instructional needs. By this, teachers are meeting on weekly basis at PLC meetings to discuss various options in how to support their students' instructional needs. Teachers are communicating with parents on what areas they can focus on for the week in the areas of math, ELA, and writing. Teachers also provide online resources to parents who need additional support for technology. Creating work packets may be the next step on a biweekly basis. Teachers will follow the safety protocols for distribution of work packets to parents. For those families who have access to internet we will continue to provide internet resources and links. Schools will identify the learning platforms that work in their community: Class Dojo, Google Classroom or See Saw for instruction. Teachers will provide consistent content instruction for all students using the online educational platform identified by their school.

Supplemental Packets:

The District Curriculum and Instructional Coaches have developed Packets of worksheets for preschool through 12th grade students that are available. This is a way to support continued learning opportunities at home for families who do not have internet access.

- Distribution of District Developed Packets were delivered to Elementary students on Thursday (4/2/20) and for Secondary students on Friday (4/3/20).

- Delivery took place during scheduled Bus Routes and volunteers rode along and give the District Packets to the families who were present for pick-up.

Access into buildings is prohibited. If schools want to provide packets it is their responsibility to find a way to make this available. This is NOT an expectation from the District or from NMPED.

How online learning will be used. Tech support will be available for families and teachers

The District Packets are also available on the Website for access at home for families who do have internet. These are the same Packets that were delivered to families without internet access. Packets can be found through these steps:

- Go to ccsdnm.org
- Click on the Departments tab at top of page
- Click on the Academics link
- Click on Grade Level Packet that is needed

In addition to the District Packets, and to support ongoing learning opportunities at home, there are links to online learning websites for families to access. The links can be found on the District Website through these steps:

- Go to ccsdnm.org
- Click on the Departments tab at top of page
- Click on the Academics link
- Click on ***Links for Families and Educators Online

Meetings for Ongoing Communication:

Elementary Principals:

- Building Leadership and Staff meetings through ZOOM
- Social Media

Secondary Principals:

- Building Leadership and Staff meetings through ZOOM
- Social Media

Curriculum and Instruction Department

- Daily Check-In's
- Weekly ZOOM meetings as needed
- E-mail Updates
- Attend Elementary and Secondary ZOOM Meetings
- Responding to requests from Principals and Teachers on instructional materials
- Responding to calls from families

How CCSD will ensure that all students have adequate access to devices and the internet

Many of our elementary schools have conducted their own technology surveys with results varying from a fair number of families with technology capabilities to no service being available at all. At this time the district is setting up outside WIFI service at each of our schools, which will enable families to drive up to the schools to access the internet. Families will have to use their own devices to access this service as the district does not have devices available to be checked out to the public at this time.

Additional measures taken to support students with disabilities, students at-risk, and students served under Title Programs (EL, Migrant, etc.).

Classroom teachers and Resource teachers are following IEP goals and accommodations for their students. Classroom teachers are providing work to meet their SPED and SAT student needs. Resource teachers are contacting parents to inform them of the work that is given to their students and accommodations that their child needs. Resource teachers remain in contact with their SPED students' classroom teacher, Occupational Therapist, Speech Therapist, and District Clinical and Non-Clinical Social Workers in providing online services to our SPED students. The 21st Century Program continues despite the corona crisis plaguing our community. The various learning site coordinators are working hard with our program teachers to deliver the homeschool education activities for various enrichment programs. Underpinning the 21st-century activities, we will distribute STEM supplies to each program students, which is a family engagement activity. Supports for identified SSO:

- Weekly ZOOM calls with team to discuss successes and challenges
- Virtual meetings/conference calls are ongoing for students with an individual plan (IEP/REED/EDT) to meet the Federal Guidelines for compliance for students with disabilities.
- Services are provided through virtual/conference/social media platforms
- Work Packets have been developed for Life Skills and students with Autism and are planned to be delivered next week.
- Social Workers and Nurses have been providing Social Emotional support
- Working with Food Services to create a plan to get meals for students who are medically fragile.

Supporting our ELL students:

Schools will use Imagine Learning to support our K-8 ELL students in Language, Literacy, and Math. Teachers were given this information and class rosters were setup for students in both content areas. Once they are set up, students will take their assessment to place them in their levels for instruction and they will have access to Imagine Learning Language and Literacy and Math as part of their ELL programming. This program supports ELL learners through interaction with Language and Literacy and Math. TESOL endorsed teachers will recommend for them to work in this setting for 20 minutes a day for each content. Imagine Learning will have a hotline for parents who will need added support. We understand this may be an obstacle but teachers will also have access to printable assignments for students who do not have access to internet or to technology.

The Federal Programs department will be available if parents need support in a paper-format to support learning through the Imagine Learning Platform.

How teachers check-in with students and how frequently

Our Teachers and staff are contacting majority of their students on a weekly basis and keeping a Parent Communication Log in which, they turn in their School Principal for documentation. Teachers with Educational Assistants also assist the classroom teachers in reaching out to the parents as well. Special teachers are assigned to contact parents as well and offer any assistance in the areas of Music, PE, and Art activities. Teachers may also use email, texting, or Zoom meetings to contact parents and document their communication.

Plan to address electives/specials.

Specials teachers will be required to check in with students by posting activities on a school's website or Facebook. For instance, the music teacher could post a music BINGO activity that families can play at home. The Art and PE teacher could post activities that involve their respective areas of instruction. Each teacher will be required to post at least one activity per week. Parent Contact Logs will not be required from the Special's Teachers as the Core Teachers/ SPED/ and Heritage Teacher will be contacting families, however, they will be submitting weekly work summaries and reflection on Fridays to the Principal.

Social and Emotional Supports

How CCSD will utilize counselors and social workers

School Counselor will set up office hours and will be in contact with students on a weekly basis. They will provide support and counseling if necessary. The school counselor will act on any referrals appropriately, from contacting parents to contact agencies in support our students. District Clinical and Non-Clinical Social Workers will continue to contact students and families that they work with. District Clinical and Non-Clinical Social Workers will contact parents and students and provide additional support in the areas of behavior and emotional support that the students may need. All Support Staff will be in contact with the School Principal and report any additional services that may need to be provided for.

How CCSD will support students' social-emotional needs

School Counselor will be in contact with students on a weekly basis and will provide support and counseling if necessary. Any referrals will be made to the school counselor and will contact parents on additional information to provide what areas of support the student(s) needs. District Clinical and Non-Clinical Social Workers will contact parents and students and provide additional support in the areas of behavior and emotional support that the students may need. All Support Staff will be in contact with the School Principal and report any additional services that may need to be provided for. School Counselor will counsel students either through phone calls or Zoom meetings. Student Support Service Clinical and Non-Clinical Social Workers will contact families that have an identified student with social, emotional, behavioral services listed on the student's Individual Education Plan. The District Clinical and Non-Clinical Social Workers will continue to offer support to both student and their families i.e. interventions, case management, referrals and offer support services as requested by parent/guardian. Pax resources sent home and posted regularly. Check ins with teachers. Referrals to social workers as needed. We have a shared document that teachers can use to make the referral. This will be submitted to the principal and the social worker. This is the same process that we have established within the school when things are "normal".

Family & Community Communication

How CCSD will keep families informed about changing circumstances

Family and Community will be informed of any changes, information, or issues through Teacher-Parent contact through:

- District/ School Website = Website is updated by R. Taboada
- Robo-call = The Front Office will send out information to Mesa families with updates (pending the contact is correct)
- School Facebook = The Front Office will update the FB account as needed and as often as needed
- Email = Teachers use email to inform and keep in contact with families
- Phone = Teacher use phones to contact families and keep them updated as needed
- Class Dojo

How CCSD will support families and caregivers as they facilitate learning at home

All Teachers, Resource teachers, Special Teachers, and Support Staff will provide support by contacting parents and asking for any additional support they may need for their child(ren). Teachers will be required to keep office hours daily, and document the parent contacts made during these times. Extensive lesson plan supports will be included in packets. Any other additional support will be directed to the School Principal and she/he will seek assistance from the school district to provide the support for the student. Additional support may be counseling referrals, behavior referral, or emotional needs.

How CCSD will support families and caregivers as they support the social-emotional needs of their children

The school will continue to offer support through the identification of the School Counselor office hours and face-time accessibility for students/families in need. The School Counselor will hold office hours and will be providing resources for students through Google Classroom, School Website, and Facebook. For students who do not have access to the internet, the School Counselor will include any resources in student packets every two (2) weeks. Students will be allowed to check in and schedule appointments through the phone and/or email with the School Counselor. Each school will post resources on our Facebook, Google Website and share on a case by case basis during phone check-ins. This includes the following:

- Optum Emotional Support Help Line at 1-866-342-6892
- Sanvello: <https://www.sanvello.com/>
- Coping with Traumatic Events webinar:
<https://bli.webex.com/bli/lsr.php?RCID=07c1389e47173fe4e370b024cb6b973e>• Get the Best of Stress webinar:
<https://balancinglifesissues.webex.com/balancinglifesissues/lsr.php?RCID=7655016ead7446c1632116b9aacb6cd8>
- For Crisis or Emergency Care: Call 911

Results.

How CCSD will reflect, monitor, and evaluate the effectiveness of the implementation of this plan and the results

Each school's leadership team will meet weekly to reflect on the effectiveness of their Continuous Learning Plans. An all school staff meeting will occur weekly for check-ins and updates. The Leadership Team will create a weekly calendar with contact log submission dates, Lesson Plan and Summary & Reflection dates, staff meetings, packet distribution and grade-level meetings (PLCs) dates. Teachers will submit student/parent contact logs weekly which will be reviewed by the principals who will then report a summary report to our coordinators. Below are our district expectations of principals and their staff:

Principal Expectations

- contact teachers at least once per week, more frequently if needed
- keep log of all communication with teachers/staff/parents
- check email one time during the morning (approximately 9am) and one time during the afternoon (approximately 1pm)
- keep weekly log of communications, activities, and outcomes
- submit weekly log to coordinator by 4pm every Friday
- review teacher weekly log by 10am every Monday
- announce office hours and be available by phone anytime during the work day

Teacher Expectations

- contact students/family at least once per week, more frequently if needed
- first contact should be phone call if able (thereafter email, text, phone, any appropriate apps, such as Remind.com)
- ask how student is doing, talk to parent/student about meals, supplemental materials packets
- keep log of all communication with students and parents
- check email one time during the morning (approximately 9am) and one time during the afternoon (approximately 1pm)
- keep weekly log of activities and outcomes
- submit weekly log to your principal by 4pm every Friday
- announce office hours to parents and be available by phone anytime during the work day.

Conclusion.

District/State Charter (LEA) identified/named as Central Consolidated Schools hereby assures the New Mexico Public Education Department that:

1. the LEA will follow the requirements for a Continuous Learning Plan for the remainder of the 2019-20 school year;
2. the LEA will develop a Continuous Learning Plan that meets course and demonstration of competency requirements for high school seniors;
3. the LEA will pay all current hourly employees during the balance of the 2019-20 school year based on the plan developed;

4. the LEA will submit a completed Continuous Learning Plan by Wednesday, April 8, 2020; and
5. the LEA will enroll all new students according to state statute and the local district/state charter enrollment policies and provide an education plan for all new students for the duration of the 2019-20 school year.

Action Plan.

Our federal and state Indian Education grants are written according to the needs assessment results from students, teachers, and parents. Based on the needs assessments, the Indian Education Committee and Indian Parent Advisory Committee address ways to support academic achievement, increase the value of our Navajo language, and how to increase graduation rates. Based on several years' worth of needs assessments, the implementation of Navajo language and culture to increase cultural identity has always been the primary need from parents and students.

3.10 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.

CCSD has a calendar committee that includes administration from different departments, teachers, and a Union Representative. The calendar committee utilizes PED criteria and to ensure that it fits the 185-day teacher contract days. During the planning, the committee establishes 2-3 versions for the calendar. The versions are sent out to staff and parent to vote on utilizing Survey Monkey on the district website.

Results.

Calendar committee also observes all federal holidays and they consider local events. For example, Shiprock is known for its historical Northern Navajo Fair in October. This fair is known for this fair because the first new moon in October signifies our Navajo New Year and our people transition from fall into winter. Navajo Nation Sovereignty Day is recognized and schools are closed in observance. The committee and the district also recognizes and observes Culture Awareness Day, with Professional Development included, at the beginning of the school year for new employees.

Conclusion.

Our district is fairly large with an enrollment over 5800 students; whom are primarily Navajo. The district covers areas on the Navajo Nation and off the Navajo Nation. The demographics affect the planning for the development and implementation of honoring cultural traditions as there are different religious beliefs represented in each area; however, each school honors cultural traditions unique to their community and student population. All in all, collaborative efforts to provide students with opportunities to participate in these important cultural activities. Many school districts refer to

their school calendar committees to review, modify, and recommend a school calendar that takes American Indian student culture and traditions into account.

Action Plan.

The calendar committee will continue to collaborate with local schools and colleges to share and compare their school calendars in terms of start and end dates, and finding discrepancies from an outside perspective. Committee will continue to receive and consider feedback from community and consider local events. Parents will also continue to vote on the calendar choices at parent teacher conferences. CCSD will encourage schools to support students in developing and honoring their cultural traditions while maximizing school attendance.

3.11 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 American Indian students residing on Indian lands for Title VIII Impact Aid funding 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.

Tribal Consultations include local government tribal officials, Navajo Nation Department of Education, the Indian Parent Advisory Committee, and Indian Education Committee. Tribal Consultations are scheduled every school year. The local tribal government and district parent advisory committees have a tribal consultation in the late fall via a summit. The Navajo Nation Department of Education schedule their consultations twice a year; fall and spring. Tribal consultation meetings are informational sessions on grants, educational programs, compliance, and implementation. Meetings for the Indian Parent Advisory Committee and Indian Education Committee are scheduled on a monthly basis. Our federal Indian grants are discussed at the meetings and Action Items are approved at that time.

Results.

Based on Data and needs assessments shared with the Indian Parent Advisory Committee and Indian Education Committee, committees participate in grant planning and implementation for grant funding.

Conclusion.

CCSD collaborates with local tribal government officials that represent the chapters that our students live in and our Indian Parent Advisory Committee and Indian Education Committee members consist of parents, grandparents, teachers, and students.

Action Plan.

CCSD will continue to improve and collaborate with our tribal officials at the local and Navajo Nation level, parents, guardians, teachers, and students. We will continue make efforts to become transparent with parent involvement with planning and implementation of grants and educational programs.

3.12 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 and New Mexico Department of Education and Indian Education.

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.

District needs assessments given to parents, guardians, teachers, and students indicate needs for our Navajo children. For many years, the result from the needs assessments indicate there is a strong need to have students to revitalize their Navajo language, establish and strengthen their cultural identity. Current research does not need to inform our Navajo people the status of our Navajo language. It is very apparent that the intergenerational transmission of the language and cultural knowledge is not being passed on. Our district currently focuses on two objectives based on the needs assessments; oral language development only and cultural identity. Any professional development for our Heritage Navajo language teachers are on oral language development methodologies and strategies, Second language acquisition methodologies and strategies, Authentic Assessments, cultural education, language revitalization research, methodologies, and strategies. Culture and linguistic education is also provided for employees that are Navajo and non-Navajo employees.

In addition, the Yazzie Martinez lawsuit and rulings have also allowed the district to increase awareness and training in culture and linguistic diverse instruction in all facets across district departments and content areas. The rulings has also allowed the district to create an Equity Council consisting of parents, district staff, and students.

Results.

Our district primarily serves a high percentage of Navajo children; therefore, trainings on Culturally and Linguistically Diverse Instruction (CLRI) is provided and highly encouraged. Our state and federal Indian Education grants provide core teachers opportunities to take advantage of the funding by incorporating CLRI into their core instruction, order culturally and linguistic relevant supplies and materials, and provide cultural and linguistic enrichment opportunities

such as field trips and participating in conferences. Our Heritage language teachers incorporate cultural themes into language instruction and focus on oral language development by providing opportunities for beginning conversation and utilizing Projects-Based learning

Conclusion.

Incorporating Indigenous way of thought imbedded in core and Heritage instruction has increased the value of Navajo language and culture within our students. In addition, providing opportunities for enrichment in language and culture also allows students to become aware of their cultural awareness and its importance.

Action Plan.

The Intercultural and Community Outreach will continue to support all teachers regardless of their content area, and provide opportunities to imbed CLRI into their instruction. In addition, Heritage language teachers will continue to receive professional development and learning on a monthly basis to support Heritage instruction and provide opportunities for them to implement the professional development and learning. They will also continue to be involved in strengthening the language program through the development of an oral language focused curriculum and assessments.

CONCLUSION

In conclusion, this report helps our district see our areas of need for improvement and it is challenging as we have a high turnover rate with administration especially with our superintendents. With the incoming of new administration also includes new ideas and planning which becomes confusing as new initiatives are implemented but are not followed through because of the turnover.

This reports also allows different departments to self-evaluate for improvement as well but it also provides necessary information that they are not aware of. There are many challenges but this report is a resource for our district in many facets in the realm of school and leadership improvement in infrastructure.