

# **TRIBAL EDUCATION STATUS REPORT**



## **SIX DIRECTIONS INDIGENOUS SCHOOL**

### **MISSION**

**The Six Directions Indigenous School, through a commitment to culturally relevant indigenous education and interdisciplinary project-based learning, will develop critically conscious students who are engaged in their communities, demonstrate holistic well-being, and have a personal plan for succeeding in post-secondary opportunities.**

**SY 2020-2021**

**SIX DIRECTIONS INDIGENOUS SCHOOL  
TRIBAL EDUCATION STATUS REPORT  
SY 2020-2021**

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# **TRIBAL EDUCATION STATUS REPORT**



**SIX  
DIRECTIONS  
INDIGENOUS  
SCHOOL**

**SY  
2020-2021**

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**SIX DIRECTIONS INDIGENOUS SCHOOL  
TRIBAL EDUCATION STATUS REPORT  
SY 2020-2021**

**Executive Summary**

Six Directions Indigenous School (SDIS) Public school systems in northwest New Mexico have a long and troubled history of not providing equitable and excellent education to Native youth and families. The culture and identity of Native families are frequently not honored at school campuses and not included in the curriculum and instructional methods used in these educational systems. This has contributed to the loss of a sense of identity and culture for Native youth, which in turn affects the ability of Native youth to flourish academically.

Most of our students live in extreme poverty and in rural, isolated settings. Transportation is limited and road conditions can make travel very difficult in inclement weather. Many of our students live with grandparents and other legal guardian instead of with their parents. In terms of education background, most grandparents, legal guardians and parents only have a high school diploma. They consequently have difficulty helping their children with their homework and language development.

Our students are a combination of 77% Navajo Nation tribal members, 22% Zuni Pueblo members and 1% Hispanic. Although most students can understand their home language when spoken to them, the students are limited in the speaking of their home languages: Diné, Shiwí'ma Bena:we (Zuni), and other Native American languages. Students continue to demonstrate the need to strengthen their Culture and Identity.

**Native American Academic Performance**

Due to the COVID-19 Public Health Emergency, standardized testing was suspended for SY 2019-2020 and 2020-2021.

SY 2018-2019 results as follows:

**Reading Achievement**

In comparing Native American student reading score results for the category "Proficient or Above" over the three school year period 2016-2017, 2017-2018, and 2018-2019, reading assessment results indicate that Native American students decreased by 6% from SY 2016-2017 to SY 2017-2018; but increased by 10% from SY 2017-2018 to SY 2018-2019.

**Math Achievement**

In comparing Native American student math score results for the category "Proficient or Above" over the three school year period 2016-2017, 2017-2018, and 2018-2019, math

assessment results indicate that Native American students decreased by 6% from SY 2016-2017 to SY 2017-2018; but increased by 10% from SY 2017-2018 to SY 2018-2019.

#### Science Assessment

In comparing Native American student science score results for the category "Proficient or Above" over the three school year period 2016-2017, 2017-2018, and 2018-2019, science assessment results indicate that Native American students decreased by 12% from SY 2016-2017 to SY 2017-2018. Insufficient numbers of Native American students were assessed in SY 2018-2019 to determine gains or losses between SY 2017-2018 to SY 2018-2019.

### Native American Student Well Being

In SY 2019-2020, there were no infractions reported in regard to Six Directions Indigenous School (SDIS) students. In SY 2018-2019, there were only four (4) infractions reported regarding SDIS student.

SDIS staff feels that the successful implementation of the SDIS mission has contributed to the positive results in Native American Student Well Being. As part of its mission, SDIS focuses on supporting students with their self-esteem, self-worth, and self-identity, as well as strengthening family and cultural support at home.

SDIS, through a commitment to Culturally Relevant Indigenous Education and interdisciplinary project-based learning, develops critically conscious students who are engaged in their communities, demonstrate holistic well-being, and have a personal plan for succeeding in post-secondary opportunities.

### LEA Enrollment

The following charts provide information on total student enrollments the number / percentage of Native American Students enrolled in the Six Directions Indigenous School.

| SCHOOL YEAR | TOTAL DISTRICT ENROLLMENT | TOTAL NATIVE AMERICAN STUDENTS | % NA STUDENTS |
|-------------|---------------------------|--------------------------------|---------------|
| 2019-2020   | 76                        | 76                             | 100%          |
| 2020-2021   | 77                        | 76                             | 98.7%         |

| SCHOOL YEAR | TOTAL NATIVE AMERICAN STUDENTS | TOTAL NAVAJO STUDENTS | TOTAL ZUNI STUDENTS |
|-------------|--------------------------------|-----------------------|---------------------|
| 2020-2021   | 76                             | 59                    | 17                  |

### Introduction

Per the Indian Education Act (IEA) Article 23A Indian Education, NMSA Section 22-23A-7 Report and IEA Rulemaking (Title 6, Chapter 25 Part 2.11):

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.

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.

The report must include the twelve indicators listed herein. The report must be provided on or before July 30th following the close of the previous school year. Copies of the reports must be provided to the assistant secretary at the time the reports are provided to the respective tribes.

In order to be in compliance with filing the dates, school districts need to complete a districtwide annual Tribal Education Status report.

- SY 2015–2016, report must be completed no later than May 31, 2017; and
- For subsequent years, report must be submitted no later than July 30th.

The Tribal Education Status Report (TESR) informs stakeholders of the following:

- past and recent trends in the education of New Mexico’s American Indian students;
- gaps in academic performance between American Indian students and other ethnicities; and
- Data-driven decision-making through the analysis of districtwide data.

## **Statutory Requirements**

### Article 23A Indian Education 22-23A-7 Report

#### Title 6 Chapter 35 Part 2 PRIMARY AND SECONDARY EDUCATION INDIAN EDUCATION IMPLEMENTING THE INDIAN EDUCATION ACT

##### 6. 35.2.11 TRIBAL EDUCATION STATUS REPORT (TESR)

A. Per the IEA rules, beginning at the close of the school year 2015-2016, each school district with tribal lands located within its boundaries shall provide a districtwide tribal education status report to all New Mexico tribes represented within the school district boundaries. The report(s) must be provided no later than July 30th following the close of the previous school year. Copies of the reports must be provided to the assistant secretary at the time the reports are provided to the respective tribes.

B. The report must include the following information based upon data from the immediately preceding school year:

- (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.

Each indicator must address the following elements.

**a) Objective:** This section can be taken directly or modified from the objective provided in the state-wide TESR report and/or tailored to the school district's priorities.

**b) Background:** This section can be taken directly or modified from IED's background report as provided in the state-wide TESR report and/or tailored to the school district's priorities.

**c) Methods:** This area should include the how information and/or data was collected for all 12 TESR indicators.

**d) Results:** This area should include a brief analysis of each indicator. You may use a variety of charts and tables to address this component.

**e) Conclusion:** This section should include a brief summary of the main points or indicators of how AI students are performing or being addressed from the overall and highlight the main findings from the data analysis.

**f) Action Plan.** This section should include the steps, resources, and plans the districts will implement to address the improvement or needs of AI student achievement academically and/or culturally addressing the 12 TESR indicators.



## **Indicator 1 – NM 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, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.

### **Methods**

For SY 2019-2020 and SY 2020-2021, New Mexico received an accountability waiver from the US Department of Education. This waiver exempts New Mexico from reporting many pieces of accountability data, including achievement data, due to the challenges presented by the pandemic. Given the low participation rates on statewide summative assessments, aggregated data from these assessments are not a reliable picture of academic achievement for New Mexico students. In SY 2018-2019, only 14% of all Native American students were proficient or above in reading

During SY 2018–2019, Six Directions Indigenous School students in grades 6, 7, 8 and 9 were tested in reading and math using the New Mexico assessments that include: Transitional Assessment in Math and Language Arts (TAMELA). As a rule, proficiencies for groups with fewer than 10 students are masked and they are not reported because the number is too small to determine statistical significance, and student privacy might be compromised.

In SY 2018–2019, testing data is reported as to the percentage of students who meet the cut-off point for “Met” and “Exceeded Expectations”, as determined for the 2018–19 school year. The charts below summarize the test results for all assessments for all students.

## Results

### Assessment Results: All Students and Native American Students SY 2018-2019

| Subgroup  | Reading<br>Total | Reading<br>Percent<br>Proficient | Math<br>Total | Math<br>Percent<br>Proficient | Science<br>Total | Science<br>Percent<br>Proficient |
|---|------------------|----------------------------------|---------------|-------------------------------|------------------|----------------------------------|
| American Indian Students Statewide (NM)                 | 35,439           | 25                               | 27,049        | 12                            | 10,542           | 20                               |
| American Indian Students Districtwide (Six Directions)  | 64               | 25                               | 64            | 11                            | 20               | ≤20                              |
| Difference  |                  | 0                                |               | -1                            |                  | N/A                              |
| All Economically Disadvantaged Students                 | 30               | 27                               | 30            | ≤10                           | 11               | ≤20                              |
| American Indian Students Economically Disadvantage      | 30               | 27                               | 30            | ≤10                           | 10               | ≤20                              |
| Difference  |                  | 0                                |               | N/A                           |                  | N/A                              |
| All English Language Learners                           | 18               | ≤20                              | 18            | ≤20                           | ≤10              | N/A                              |
| American Indian English Language Learners               | 18               | ≤20                              | 18            | ≤20                           | ≤10              | N/A                              |
| Difference  |                  | N/A                              |               | N/A                           |                  | N/A                              |
| All Non English Language Learners                       | 47               | 30                               | 47            | 11                            | 16               | ≤20                              |
| American Indian Not English Language Learners           | 46               | 30                               | 46            | 11                            | 14               | ≤20                              |
| Difference  |                  | 0                                |               | 0                             |                  | N/A                              |
| Non American Indian Students with Disabilities          | ≤10              | ≤10                              | ≤10           | ≤10                           | ≤10              | ≤20                              |
| American Indian Students with Disabilities              | 10               | ≤20                              | 10            | ≤20                           | ≤10              | ≤10                              |
| Difference  |                  | N/A                              |               | N/A                           |                  | N/A                              |
| Non American Indian Students without Disabilities       | ≤10              | ≤10                              | ≤10           | ≤10                           | ≤10              | ≤10                              |
| American Indian Students without Disabilities           | 54               | 30                               | 54            | 13                            | 17               | ≤20                              |
| Difference  |                  | N/A                              |               | N/A                           |                  | N/A                              |
| All Not Economically Disadvantaged                      | 35               | 23                               | 35            | 11                            | 11               | 27                               |
| American Indian Students Not Economically Disadvantaged | 34               | 24                               | 34            | 12                            | 10               | 30                               |
| Difference  |                  | +1                               |               | +1                            |                  | +3                               |
|   |                  |                                  |               |                               |                  |                                  |

## Reading Achievement

### Three-Year Comparison: All Students and American Indian Students

| SY 2016-2017             |         |             | SY 2017-2018 |             |          | SY 2018-2019 |             |          |
|--------------------------|---------|-------------|--------------|-------------|----------|--------------|-------------|----------|
| Group                    | Reading | Pct Reading | Reading      | Pct Reading | Pct Diff | Reading      | Pct Reading | Pct Diff |
| All Students             | 47      | 21%         | 75           | 15%         | -6       | 65           | 25%         | +10      |
| American Indian Students | 42      | 21%         | 70           | 14%         | -7       | 64           | 25%         | +11      |
| Pct Diff                 |         | 0           |              | -1          |          |              | 0           |          |

## Math Achievement

### Three-Year Comparison: All Students and American Indian Students

| SY 2016-2017             |      |          | SY 2017-2018 |          |          | SY 2018-2019 |          |          |
|--------------------------|------|----------|--------------|----------|----------|--------------|----------|----------|
| Group                    | Math | Pct Math | Math         | Pct Math | Pct Diff | Math         | Pct Math | Pct Diff |
| All Students             | 47   | 17%      | 77           | 9%       | -8       | 65           | 11%      | +2       |
| American Indian Students | 42   | 17%      | 70           | 7%       | -10      | 64           | 11%      | +4       |
| Pct Diff                 |      | 0        |              | -2       |          |              | 0        |          |

## Science Achievement

### Three-Year Comparison: All Students and American Indian Students

| SY 2016-2017             |         |             | SY 2017-2018 |             |          | SY 2018-2019 |             |          |
|--------------------------|---------|-------------|--------------|-------------|----------|--------------|-------------|----------|
| Group                    | Science | Pct Science | Science      | Pct Science | Pct Diff | Science      | Pct Science | Pct Diff |
| All Students             | 24      | 42%         | 27           | 33%         | -9       | 22           | 18%         | -15      |
| American Indian Students | 21      | 43%         | 26           | 31%         | -12      | 20           | ≤20         | N/A      |
| Pct Diff                 |         | +1          |              | -2          |          |              | N/A         |          |

## **Conclusion**

Due to the COVID-19 Public Health Emergency, standardized testing was suspended for SY 2019-2020.

SY 2018-2019 results as follows:

### **Reading Achievement**

In comparing Six Directions Indigenous School (SDIS) Native American student reading score results for the category "Proficient or Above" to American Indian Students Statewide (New Mexico), SDIS Native American student reading score results are exactly the same: 25%.

In comparing Native American student reading score results for the category "Proficient or Above" over the three school year period 2016-2017, 2017-2018, and 2018-2019, reading assessment results indicate that Native American students decreased by 6% from SY 2016-2017 to SY 2017-2018; but increased by 10% from SY 2017-2018 to SY 2018-2019.

### **Math Achievement**

In comparing Six Directions Indigenous School (SDIS) Native American student math score results for the category "Proficient or Above" to American Indian Students Statewide (New Mexico), SDIS Native American student math score results are 1 percentage point lower.

In comparing Native American student math score results for the category "Proficient or Above" over the three school year period 2016-2017, 2017-2018, and 2018-2019, math assessment results indicate that Native American students decreased by 6% from SY 2016-2017 to SY 2017-2018; but increased by 10% from SY 2017-2018 to SY 2018-2019.

### **Science Assessment**

In comparing Six Directions Indigenous School (SDIS) Native American student science score results for the category "Proficient or Above" to American Indian Students Statewide (New Mexico), insufficient numbers of SDIS Native American students were assessed to be able to compare results.

In comparing Native American student science score results for the category "Proficient or Above" over the three school year period 2016-2017, 2017-2018, and 2018-2019, science assessment results indicate that Native American students decreased by 12% from SY 2016-2017 to SY 2017-2018. Insufficient numbers of Native American students were assessed in SY 2018-2019 to determine gains or losses between SY 2017-2018 to SY 2018-2019.

## **Action Plan**

Six Directions Indigenous School will strengthen meeting the needs of American Indian students as follows:

1. Disaggregate student test scores to the individual American Indian student level to better determine individual student needs.
2. Seek additional federal funds to ensure the needs of American Indian students are being met, i.e. Title VII Impact Aid, Johnson O'Malley.
3. Ensure that staff is implementing a culturally responsive curriculum and pedagogy that utilize local funds of knowledge, acknowledge traditional ways of learning, and affirm students' identities.
4. Ensure that staff is implementing Project-Based Learning that is interdisciplinary, ensures students are active learners rather than sitting passively, and focuses on using local history, literature, ecologies, etc.
5. Administrator Walkthroughs will assess fidelity of implementation of plans by teachers to prepare students for standardized testing.

## **Indicator 2 - School Safety**

### **Objective**

To ensure that students in New Mexico schools attend safe, secure, and peaceful schools.

### **Background**

New Mexico - as do other states in the nation - looks at strategies to keep students, staff, and faculty safe in schools. The School Safety plan offers new research and new approaches with the intent to:

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

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

PED Coordinated School Health and Wellness Bureau (CSHWB).

### **Methods**

The 23 school districts and two charter schools submitted their current school safety process through a district-wide survey issued by New Mexico Public Education Department (NMPED) Indian Education Department (IED). The NMPED IED team analyzed the data to determine which districts or charter schools required additional assistance to ensure students have a safe school environment.

Due to the COVID-19 Public Health Emergency, SDIS operated in a remote learning mode for SY 2020-2021. Consequently SDIS does not have Student Infraction Data for this time period.

Student Infraction Data is included for SY 2017-2018, SY 2018-2019, and SY 2019-2020.

## Results

Due to the COVID-19 Public Health Emergency, Six Directions Indigenous School operated in a remote learning mode for SY 2020-2021. Consequently SDIS does not have Student Infraction Data for this time period. Student Infraction Data is included for SY 2017-2018, SY 2018-2019, and SY 2019-2020.

In SY 2019-2020, there were no infractions reported for any grade level and in SY 2018-2019 there were ≤10 infractions reported.

### Profile Data Report SY 2018-2019 Six Directions Indigenous School

| GRADE         | INFRACTION                   | TOTAL # INCIDENTS | TOTAL # OF STUDENTS |
|---------------|------------------------------|-------------------|---------------------|
| 7             | 8:<br>Disorderly<br>Conduct  | ≤10               | ≤10                 |
| 7             | 8:<br>Disorderly<br>Conduct  | ≤10               | ≤10                 |
| 7             | 11:<br>Disorderly<br>Conduct | ≤10               | ≤10                 |
| 8             | 8:<br>Disorderly<br>Conduct  | ≤10               | ≤10                 |
| <b>TOTALS</b> |                              | <b>≤10</b>        | <b>≤10</b>          |

The American Indian behavioral data for SY 2018-2019 demonstrates that Grades 6 and 9 had no reported infractions. The number of reported incidents was much higher in Grade 7 and Grade 8. Of the total enrolled American Indian student population of 70 students, ≤10 students incurred a behavioral infraction during School Year 2018-2019.

In order to ensure that Six Directions Indigenous School students attend a safe, secure, and peaceful school, the school staff maintains the ten required assurances as follows:

- 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

Six Directions Indigenous School also has required schoolwide training in place, which includes:

- Civil Rights/ Harassment/ American with Disabilities Act
- Ethics and Conflict of Interest
- Confidential Information Regulations
- Employee Regulations
- Social Media Guidelines
- Child Abuse and Neglect
- Suicide Prevention
- Student Health Concerns
- Additional Health Trainings and Threat Assessment
- Technology Use (SPAM/ Phishing, Email Security)
- Undocumented Students
- Bullying (including Cyber Bullying)

In addition, the school has in place and implements: Discipline Policies and Procedures; Staff and Student Policy Handbooks; Emergency Policies and Procedures including Fire, Evacuation and Lock-Down Drills; Tobacco, Alcohol and Drug Free Schools Policies; Food Safety Inspections.

School staff wears required identification badges and all visitors are required to sign in and must wear a visitor's nametag.

## **Conclusion**

Although the policies and procedures established and implemented by Six Directions Indigenous School are successful, the school will continue to examine possible options for lowering infractions in grades 7 and 8.



## **Action Plan**

Six Directions Indigenous School (SDIS) will continue to follow established protocols and policies throughout the district, and review and revise them as needed.

### **Indicator 3 - Graduation Rates**

Graduation rates are one year lagged, so the most recent graduation data is from the 2019-2020 school year.

4-Year Graduation Rate for SY 2017-2018, SY 2018-2019, and SY 2019-2020 is not applicable.

## **Indicator 4 - Attendance**

### **Objective**

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

### **Background**

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

### **Methods**

The Six Directions Indigenous School reports absences with excused and unexcused identifiers through the Student Teacher Accountability Reporting System (STARS). Staff certify that the information is being reported consistently at intervals at the 40th-, 80th-, and 120th-day, and end-of-year in a manner as specified by the PED. A student is considered habitually truant if he or she has a total of 10 or more full-day, unexcused absences in a school year within that district.

The Compulsory School Attendance Law requires districts to maintain an attendance policy that provides for the early identification of students with unexcused absences and truancy, while providing intervention strategies that focus on keeping truants in an educational setting. NM districts identify these students using demographic data obtained from the Student Snapshot and Membership (school cumulative enrollment between the first and last days of the school year) records stored in STARS.

## Results

### SCHOOLWIDE ATTENDANCE RATE

|                          | SY 2018-2019<br>% Students<br>Present | SY 2019-2020<br>% Students<br>Present | Difference | SY 2020-2021<br>% Students<br>Present | Difference |
|--------------------------|---------------------------------------|---------------------------------------|------------|---------------------------------------|------------|
| Native American Students | 93.62%                                | 95.73%                                | +2.11      | 91.8%                                 | -3.93      |
|                          |                                       |                                       |            |                                       |            |

## Conclusion

Based on the above data table, a comparison of the SY 2018-2019 and SY 2019-2020 attendance rates for Native American Indian students indicates an increase in attendance of 2.11 percentage points.

A comparison of the SY 2020-2021 and SY 2019-2020 attendance rates for Native American Indian students indicates a decrease in attendance of 3.93 percentage points.

The Covid crisis was a major factor in the attendance rate decrease since schools switched to online learning settings. The majority of the Native American students live in rural areas of the Navajo Nation Reservation and encountered difficulty in accessing Wi-Fi to attend classes.

In spite of the Covid crisis, however, Native American Student Attendance rate remained above 91%

## Action Plan

In response to the COVID-19 Public Health Emergency, the New Mexico Public Education Department requires that LEAs select one of the following instructional models: Hybrid Learning Models, Remote Learning Models, Online Schools and Optional Online Instructional Programs. The Cuba School District has selected the Hybrid Learning Models option.

Six Directions Indigenous School staff is implementing a Hybrid Learning Model and plans to continue supporting students and families to raise student attendance rates by adhering to the Attendance for Success Act.

The Attendance for Success Act (ASA) requires that school attendance data be reported to the New Mexico Public Education Department (NMPED). Students are expected to attend in-person or remote instructional programs, as provided by their school, each day. The ASA requires that accurate class attendance be taken for every instructional class or school program (Section 6.A.5.), and as such, schools must take attendance when students are participating in in-person educational activities at school and during periods of remote only instruction.

For LEAs implementing the Hybrid Learning Models option, in which students attend in-person classes on some days of the week and participate in remote learning on other days of the week, ASA requires that accurate attendance data for both must be documented. LEAs are required to develop attendance policies such that attendance is regularly taken and reported for program participants, and students are supported with appropriate interventions in accordance with the Attendance for Success Act.

## **Indicator 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**

Six Directions Indigenous School staff identified the following impactful activities tailored to supporting American Indian students, parents, and communities:

- Indigenous Day- Parents participate as presenters
- Student Lead Conferences – Parents collaborate with student on facilitating conferences and parents attend conferences.
- Parent –Teacher-Student Conferences
- Involving parents as volunteers for fundraising
- Parent mentoring students on campus on academics, language, culture and traditions relative to student achievement and success
- Parent Portal provided online on the Six Directions Indigenous School website that offers parent resources
- Parents can enroll in Email Blasts and Text Blasts that provide information for parents.

## **Results**

1. The involvement of parents in activities on campus has proven very successfully in increasing parent engagement.
2. The Parent Portal, Email Blasts and Text Blasts have been very successful in providing parent resources for parents who are able to access the internet or text messages.
3. Home visits by staff has been very successful for families that are unable to attend onsite activities or who cannot access

## **Conclusion**

The programs and activities that are being implemented in support of American Indian parents and students have yielded very good results in terms of increasing the involvement of parents in the education of their children. In addition, teachers have reported that the additional support provided by supplemental instructional materials have positively affected the success of American Indian students in classrooms.

## **Action Plan**

Six Directions Indigenous School staff will continue to review the impact of activities that are being implemented in support of American Indian parents and students and will continue to seek ways of increasing parental involvement. One key future goal is to create a formal Parent Advisory Council (PAC) that can provide additional opportunities for parent leadership and involvement.

## **Indicator 6 - Educational Programs Targeting Tribal Students**

### **Objective**

The tribal students' educational programs objective is to recognize 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**

Six Directions Indigenous School staff implements various activities and programs designed to meet the needs of American Indian students. Success of the programs is measured by Standardized Assessment results.

These programs include:

1. Bilingual Multicultural Education Program Heritage Model Diné and Zuni Languages and Cultures designed for American Indian students to revitalize language;
2. Expeditionary learning excursions;
3. Field trips to Indigenous sites such as El Moro, Mt. Taylor, Red Rocks and NACA;
4. Special funding for developing an indigenous library;
5. Special funding for Career and College preparation;
6. Davis Scholar College Engage Program;



## Results

For SY 2019-2020 and SY 2020-2021, New Mexico received an accountability waiver from the US Department of Education. This waiver exempts New Mexico from reporting many pieces of accountability data, including achievement data, due to the challenges presented by the pandemic. Given the low participation rates on statewide summative assessments, aggregated data from these assessments are not a reliable picture of academic achievement for New Mexico students.

### Reading Achievement

#### Three-Year Comparison: All Students and American Indian Students

| SY 2016-2017             |         |             | SY 2017-2018 |             |          | SY 2018-2019 |             |          |
|--------------------------|---------|-------------|--------------|-------------|----------|--------------|-------------|----------|
| Group                    | Reading | Pct Reading | Reading      | Pct Reading | Pct Diff | Reading      | Pct Reading | Pct Diff |
| All Students             | 47      | 21%         | 75           | 15%         | -6       | 65           | 25%         | +10      |
| American Indian Students | 42      | 21%         | 70           | 14%         | -7       | 64           | 25%         | +11      |
| Pct Diff                 |         | 0           |              | -1          |          |              | 0           |          |

### Math Achievement

#### Three-Year Comparison: All Students and American Indian Students

| SY 2016-2017             |      |          | SY 2017-2018 |          |          | SY 2018-2019 |          |          |
|--------------------------|------|----------|--------------|----------|----------|--------------|----------|----------|
| Group                    | Math | Pct Math | Math         | Pct Math | Pct Diff | Math         | Pct Math | Pct Diff |
| All Students             | 47   | 17%      | 77           | 9%       | -8       | 65           | 11%      | +2       |
| American Indian Students | 42   | 17%      | 70           | 7%       | -10      | 64           | 11%      | +4       |
| Pct Diff                 |      | 0        |              | -2       |          |              | 0        |          |

## **Science Achievement**

### **Three-Year Comparison: All Students and American Indian Students**

| SY 2016-2017             |         |             | SY 2017-2018 |             |            | SY 2018-2019 |             |            |
|--------------------------|---------|-------------|--------------|-------------|------------|--------------|-------------|------------|
| Group                    | Science | Pct Science | Science      | Pct Science | Pct Diff   | Science      | Pct Science | Pct Diff   |
| All Students             | 24      | 42%         | 27           | 33%         | <b>-9</b>  | 22           | 18%         | <b>-15</b> |
| American Indian Students | 21      | 43%         | 26           | 31%         | <b>-12</b> | 20           | ≤20         | <b>N/A</b> |
| Pct Diff                 |         | <b>+1</b>   |              | <b>-2</b>   |            |              | <b>N/A</b>  |            |

## **Conclusion**

Due to the COVID-19 Public Health Emergency, standardized testing was suspended for SY 2019-2020.

SY 2018-2019 results as follows:

### **Reading Achievement**

In comparing Native American student reading score results for the category "Proficient or Above" over the three school year period 2016-2017, 2017-2018, and 2018-2019, reading assessment results indicate that Native American students decreased by 6% from SY 2016-2017 to SY 2017-2018; but increased by 10% from SY 2017-2018 to SY 2018-2019.

### **Math Achievement**

In comparing Native American student math score results for the category "Proficient or Above" over the three school year period 2016-2017, 2017-2018, and 2018-2019, math assessment results indicate that Native American students decreased by 6% from SY 2016-2017 to SY 2017-2018; but increased by 10% from SY 2017-2018 to SY 2018-2019.

### **Science Assessment**

In comparing Native American student science score results for the category "Proficient or Above" over the three school year period 2016-2017, 2017-2018, and 2018-2019, science assessment results indicate that Native American students decreased by 12% from SY 2016-2017 to SY 2017-2018. Insufficient numbers of Native American students were assessed in SY 2018-2019 to determine gains or losses between SY 2017-2018 to SY 2018-2019.

## **Action Plan**

Six Directions Indigenous School will strengthen meeting the needs of American Indian students as follows:

1. Disaggregate student test scores to the individual American Indian student level to better determine individual student needs.
2. Seek additional federal funds to ensure the needs of American Indian students are being met, i.e. Title VII Impact Aid, Johnson O'Malley.
3. Ensure that staff is implementing a culturally responsive curriculum and pedagogy that utilize local funds of knowledge, acknowledge traditional ways of learning, and affirm students' identities.
4. Ensure that staff is implementing Project-Based Learning that is interdisciplinary, ensures students are active learners rather than sitting passively, and focuses on using local history, literature, ecologies, etc.
5. Administrator Walkthroughs will assess fidelity of implementation of plans by teachers to prepare students for standardized testing.

## **Indicator 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.

### **Methods**

In order to ensure the needs of American Indian students are met, Six Directions Indigenous School staff conducts a comprehensive needs assessment to identify needs and to allocate funding that will target these needs.

### **Results**

The Six Directions Indigenous School staff utilizes all funding sources to address the unique educational needs of American Indian students, based on a comprehensive needs assessment.

**SY 2020 - 2021**

| <b>Fund</b> | <b>Six Directions Indigenous School</b>                    | <b>Total Revenues</b> | <b>Total Expenditures</b> | <b>Difference</b> |
|-------------|--|-----------------------|---------------------------|-------------------|
| 11000:      | Operational Total  | 1,102,981             | 1,102,981                 | 0                 |
| 14000       | Fund 14000: Total Instructional Materials Sub-Fund Total   | 4,949                 | 4,949                     | 0                 |
| 10000       | Fund 10000: General Funds Total                            | 1,107,930             | 1,107,930                 | 0                 |
| 21000       | Fund 21000: Food Services Total                            | 65,000                | 65,000                    | 0                 |
| 23000       | Fund 23000: Non-Instructional Support Total                | 2,461                 | 2,461                     | 0                 |
| 24101       | Fund 24101: Title I - ESEA Total                           | 59,547                | 59,547                    | 0                 |
| 24106       | Fund 24106: IDEA-B Total                                   | 25,690                | 25,690                    | 0                 |
| 24154       | Fund 24154: Teacher/Principal Training & Recruiting Total  | 7,798                 | 7,798                     | 0                 |
| 24189       | Title IV: Student Support Academic Achievement Total       | 19,800                | 19,800                    | 0                 |
| 24190       | Title I: Comprehensive Support and Improvement (CSI) Total | 21,250                | 21,250                    | 0                 |
| 24301       | CARES Act Total  | 27,117                | 27,117                    | 0                 |
| 24000       | Fund 24000: Federal Flow-through Grants Total              | 161,202               | 161,202                   | 0                 |
| 27107       | Fund 27107: 27107 GOB Library Total                        | 2,715                 | 2,715                     | 0                 |
| 27109       | Instructional Material-Special Appropriations Total        | 5,866                 | 5,866                     | 0                 |
| 27130       | Feminine Hygiene Products Total                            | 500                   | 500                       | 0                 |
| 27000       | Fund 27000: State Flow-through Grants Total                | 9,081                 | 9,081                     | 0                 |
| 29138       | Fund 29138: NISN - High Quality Charter Schools Total      | 48,034                | 48,034                    | 0                 |
| 29000       | Fund 29000: Combined State/Local Grants Total              | 48,034                | 48,034                    | 0                 |
| 20000       | Fund 20000: Special Revenue Funds Total                    | 285,778               | 285,778                   | 0                 |
| 31700       | Fund 31700: Capital Improvements SB-9 Total                | 21,314                | 21,314                    | 0                 |
| 31703       | Fund 31703: SB-9 State Match Cash                          | 11,907                | 11,907                    | 0                 |
| 30000       | Fund 30000: Capital Project Funds Total                    | 33,221                | 33,221                    | 0                 |

## **Conclusion**

Although the Six Directions Indigenous School staff utilizes multiple sources of funding, there is not sufficient funding to meet all the needs of American Indian students. It is essential to prioritize the needs in order to first address these needs.

## **Action Plan**

The Six Directions Indigenous School staff will continue to prioritize needs and address the highest need areas, as well as seek additional funding sources, including Title VII Impact Aid and Johnson O'Malley.

## **Indicator 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**

Six Directions Indigenous School (SDIS) consulted with parents, community member, the Navajo Nation and the Pueblo of Zuni in developing its Indian Education Policies and Procedures. In addition, the SDIS Native American Parent Committee reviewed and provided input on the proposed IPPs. SDIS staff also discussed the IPPs at the annual Tribal Consultation Meeting with the Navajo Nation Department of Diné Education and the Pueblo of Zuni.

### **Results**

Six Directions Indigenous School (SDIS) developed Indian Education Policies and Procedures, which were approved by the SDIS Governing Council on January 19, 2021. A copy of the SDIS IPPs is located in Appendix 1.

### **Conclusion**

The process for developing the Six Directions Indigenous School Indian Policies and Procedures, and the IPPs themselves, demonstrate that the SDIS staff have developed and implemented a very successful process for continually reviewing, revising and implementing the district's Indian Policies and Procedures

### **Action Plan**

SDIS will continue to annual review and update the SDIS IPPs.

## **Indicator 9 - School District Initiatives to Decrease the Number of Student Dropouts and Increase Attendance**

### **Objective**

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

### **Background**

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

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

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

### **Methods**

Six Directions Indigenous School staff implements the following strategies to keep students in an educational setting:

- mentoring
- home visits
- culturally relevant instructional materials, strategies and curriculum
- parent mentoring students
- Advocacy Class that provides an opportunity for students to discuss issues, concerns, ideas, etc.

### **Results**

Dropout rates are a year behind in reporting. Consequently, SY 2020-2021 dropout rates will not be available until sometime next year. We are therefore reporting on SY 2019-2020 dropout rates.



### SY 2019-2020 Final Drop Student List

The student dropout rate is one year lagged. The table shows the number of students who dropped out and percentage of American Indian students who dropped out during the 2019-2020 school year.

| <b>Student Dropout rate 2019-2020<br/>(one year lagged) Ethnicity</b> | <b>2019-2020 Drop<br/>Gr. 7-12</b> | <b>2019-2020 Overall<br/>% Rate</b> |
|---|------------------------------------|-------------------------------------|
| American Indian/Alaskan Native  | *                                  | *                                   |
| Hispanic  | *                                  | *                                   |

**\*Indicates less than 10 students so results are masked**

### SY 2018-2019 Final Drop Student List

| <b>Category</b>    | <b>Grade Levels</b> |          |          |          |           | <b>Total</b> |
|--------------------|---------------------|----------|----------|----------|-----------|--------------|
|                    | <b>6</b>            | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |              |
| <b>Dropped</b>     |                     |          |          |          |           |              |
| <b>Graduated</b>   |                     |          |          |          |           |              |
| <b>Moved</b>       |                     |          |          |          |           |              |
| <b>Transferred</b> | *                   | *        | *        | *        | *         | <b>19</b>    |
| <b>Withdrew</b>    |                     |          |          |          |           |              |

**\*Indicates less than 10 students so results are masked**

## **Conclusion**

For SY 2019-2020 the number of students who dropped out and percentage of American Indian students who dropped out is less than 10 and consequently results are masked.

## **Action Plan**

Six Directions Indigenous School staff plans to continue supporting students and families to raise student attendance rates as follows:

1. continue to communicate with parents regarding attendance, school policies and procedures;
2. provide information on programs/services available to students and families;
3. Contact parents immediately regarding student absences;
4. refer students and their families to outside agencies (e.g. state agencies, Native American agencies, churches, medical professionals, counselors, foundations, charities, organizations etc.) to ensure that the needs of students, parent's families and extended families are met;
5. visit families and students in their homes as needed for the purpose of assessing situations, improving communication, providing information regarding school policies and programs;
6. continue with Advisory structure--a small, family-like group designed to build close relationships between peers and with teachers, and to make sure students have a safe and comfortable home base while at school;
7. continue mentoring students;
8. continue providing a culturally relevant school environment, which includes culturally relevant instructional materials, strategies, and curriculum;

## **Indicator 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**

SDIS staff develops the annual calendar with input from parents. SDIS staff accommodates the observance of American Indian cultural events.

### **Results**

As part of the annual calendar approval process, SDIS staff makes available the proposed calendar for public comment.

### **Conclusion**

The process for developing the school calendar successfully involves parents and students are able to participate in their community cultural activities.

### **Action Plan**

Continue implementing the calendar development process.

**Indicator 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**

In order to involve our community, we regularly host: meetings with local parents, educators, policy-makers, and nonprofit administrators; public planning meetings; and meetings with local chapter houses. The SDIS Parent Committee also meets regularly with SDIS staff to discuss programs and policies.

In addition, the SDIS staff participates annually in the federally-required Tribal Consultation process. SDIS staff meets with both the official Navajo Nation Consultation Team and the Zuni Pueblo Governor to discuss the best types of educational programs for SDIS Native American students.

Collaborations also include the following partners: the McKinley County Community Health Alliance, and other regional educational support organizations. We also maintain relationships with organizations like the National Indian Youth Leadership Project and the Native American Community Academy (NACA) Inspired Schools Network (NISN), which is a support partner in our work. SDIS will continue active relationships with UNM Gallup and Diné College to facilitate professional development.

## **Results**

As a result of these consultations/collaborations, Six Directions Indigenous School is successfully fulfilling its commitment to Culturally Relevant Indigenous Education and interdisciplinary project-based learning.

## **Conclusion**

The current system of collaborating with parent groups has been successful in developing programs that address Native American student needs.

## **Action Plan**

SDIS staff will continue the process it has established for consultations and collaborations with parents, the Navajo Nation, Pueblo of Zuni, and various community organizations

## **Indicator 12 - Indigenous Research and Evaluation Measures and Results For Effective Curricula For Tribal Students.**

### **Objective**

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

### **Background**

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

### **Methods**

Six Directions Indigenous School (SDIS) staff has attended Navajo Nation Educational meetings, Government to Government meeting. the Wisdom Curriculum Conference sponsored by the Indian Cultural Center and University of NM Indian Education Department, and the New Mexico Public Education Indian Education Department that have helped to shape the school curricula.

### **Results**

Six Directions Indigenous School (SDIS) staff offers:

- **Bilingual Multicultural Education Program Heritage Model Native Language Instruction:** Our goal is to provide daily instruction in both Zuni and Dine' language, designed with the approval and support of those tribal governments and school systems.

- **Culturally Responsive Curriculum and Pedagogy:** We will implement curriculum and teaching methods that utilize local funds of knowledge, acknowledge traditional ways of learning, and affirm students' identities.
- **Project-Based Learning:** We will implement a teaching methodology that is interdisciplinary (combines multiple subjects at once), ensures students are active learners rather than sitting passively, and focuses on using local history, literature, ecologies, etc.
- **Community-based Service Learning:** In the high school, our students will enjoy experiential learning in their communities by taking part in long-term service projects.
- **Socio-Cultural Consciousness and Agency:** A key aspect of Culturally Responsive Schooling is a deliberate focus on ensuring students develops the ability to think critically and take action around issues of equity, power, and (de)colonization.

## Conclusion

The support provided by the Navajo Nation Educational meetings, Government to Government meetings and the Wisdom Curriculum Conference sponsored by the Indian Cultural Center and University of NM Indian Education Department, and information from the New Mexico Public Education Department Indian Education Department. are very beneficial to developing the local program at the Six Directions Indigenous School.

## Action Plan

Six Directions Indigenous School staff will continue attending training, workshops, meetings, etc., provided by the NMPED Indian Education Department, Navajo Nation, UNM Indian Education Department, etc.

## Indicator 13 – Access to Native Language Programs

### Objective

This section is a new addition to IED’s objective which will be provided in the statewide TESR report. Quoting from Indian Education Act, “it is imperative that native language and bilingual programs are part of a schools’ development plan”.

### Background

The ability to access native language programs was added to the Rule of the Indian Education Act in 2019, and will become a part of the statewide IED TESR: 22-23A-5 (E2) *provide assistance to school districts and New Mexico tribes in planning, development, implementation and evaluation of curricula in native language, culture and history designed for all students, including American Indian and Alaska Native students, as approved by Indian nations, tribes, and pueblos in New Mexico.*

### Methods

SDIS is implementing the NMPED Bilingual Multicultural Education Program Heritage Model. The staff follows all required procedures for indentifying students, home languages and language proficiencies. Priority is given to students based on language proficiency. SDIS staff also follows all required procedures for identifying linguistic and academics needs of students. SDIS implements a grades 6-12 district-wide program in Navajo and Zuni.

| <b>BMEP Heritage Model</b>  |
|---|
| Designed to support and revitalize a student's native language and culture through oral and/or written language instruction as per NMAC 6.32.2.12 (D)(3)  |
| <b>Membership</b>   |
| ELs/RFEPs/IFEPs   |
| <b>Instructional Time</b>   |
| 1-3 hours per day   |
| <b>Required Courses</b>   |
| <b>One hour</b> of home/ heritage (target) language arts and<br><b>one hour</b> of ESL/ELD for EL students  |
| <b>Optional Course</b>  |
| May have <b>one additional hour</b> of home/heritage (target) language instruction in a content area: <ul style="list-style-type: none"><li>• math, social studies, science, or fine arts</li></ul> |
| <b>Purpose</b>  |
| All students will be bilingual and biliterate in English and the home/heritage (target) language  |



A key part of SDIS's commitment to the Culturally Relevant Indigenous Education aspect of our mission statement is Culturally Responsive Schooling. Culturally Responsive Schooling is a methodology designed to facilitate effective learning by building meaningful bridges between home and school experiences as well as between academic abstractions and lived socio-cultural realities. The goal is to help students thrive academically while also growing into their own confident identity. Through Culturally Responsive Schooling we are committed to ensuring students' cultural identities are seen as assets and are represented in the curriculum we have created. Both the Navajo Language/Culture Teacher and the Zuni Language/Culture Teacher collaborate with teachers across the curriculum to ensure the students' cultural and language are embedded throughout the subject matter being taught.

In the Diné Language Classes, the teacher uses the following authentic Diné materials: Conversational Navajo Workbook, G. Wilson; Dine Bizaad Bizaad Binahoo'aah, E. Parsons Ed. D., M. Speas, Ph. D.; Leading the Way, The Wisdom of the Navajo People, Monthly Publication newsletter on Navajo Culture; Dine Bizaad Bohoo'aah I, Navajo Preparatory Sch., Inc.

In the "Shiwi'ma Bena:we" (Zuni Language), most of the materials are teacher self-made materials developed by the current teacher from past teaching experiences. This includes the Gallup McKinley County School Zuni Curriculum Booklet that the current teacher developed for that district several years ago. The teacher also uses materials that were developed by his University students when he taught Zuni 101 and Zuni 102 in previous years, through UNM Gallup Branch. Another resource book is the Zuni Dictionary that was developed by a Linguist many years ago. The current teacher also uses tape recordings of Zuni folk tales that are stored within the "Ashiwi Awan Museum" (Zuni Museum), and other teaching materials that he developed during his tenure as a Bilingual Coordinator with the Zuni Public Schools.

Six Directions Indigenous School Staff assesses individual student progress in Native American languages by reviewing the following pre/post testing results: the Navajo Oral Language Assessment; and the Zuni language assessment Shiwi'ma Bene:we Andehhahnanne (SBA). The appropriate language tests are administered to all students who are participating in the program. The tests are administered at the beginning of the year as a pre-test and then at the end of each school year as a post-test. Students' progress in English Language Development will be determined by review of the ACCESS test results.

To ensure summative assessments are aligned to the specific language of instruction to be used in the BMEP, the specific summative assessments previously listed were carefully selected to measure student progress for the languages that will be included in the BMEP: Diné, English, and Zia. To track if each student is achieving bilingualism and biliteracy goals, the Head Administrator and Teachers review ongoing assessment and formative student performance data. This also helps the Home/Heritage Language Arts and English Language Development (ELD) classroom teachers provide targeted instruction based on student needs.

Teachers also track individual student progress through each student's participation in class, the completion of assignments, and both student-to-student interactions as well as student-to-teacher interaction. In addition, the Head Administrator reviews teacher lesson/unit plans,

including formative assessments to determine if the formative assessments are aligned to the specific language of instruction identified for each classroom (Diné, English, and Zuni). The Head Administrator also conducts “Walk-Throughs” that include observation of teachers’ instructional strategies, use of materials, and teacher/student interactions.

## **Results**

### Available Native Language Classes

In SY 2020-2021, Navajo and Zuni students, in grades 6-12, participated in the Diné Language Heritage Language Program, which included participation in the 6-12 Navajo and Zuni Curriculum. The curriculum includes the following courses:

#### Grades 6-12

Navajo I: Basic Diné language/culture concepts: speaking, reading, writing, Diné culture, research, and making presentations.

Navajo II: Intermediate Diné language/culture concepts: learning to speak fluently and use Diné language in everyday scenarios, incorporate culture into research and presentations, involves more advanced knowledge of Diné language, reading, and writing.

Navajo III: Advanced Diné language/culture concepts: speaking fluently in everyday situations, incorporate Diné language and culture into research and presentations, speaking to others who are fluent in the community, requires extensive knowledge of Diné language, reading, and writing.

#### Grades 6-12

Zuni I: Basic Zuni language/culture concepts: speaking, reading, writing, Zuni culture, research, and making presentations.

Zuni II: Intermediate Zuni language/culture concepts: learning to speak fluently and use the Zuni language in everyday scenarios, incorporate culture into research and presentations, involves more advanced knowledge of Diné language, reading, and writing.

Zuni III: Advanced Zuni language/culture concepts: speaking fluently in everyday situations, incorporate Zuni language and culture into research and presentations, speaking to others who are fluent in the community, requires extensive knowledge of the Zuni language, reading, and writing.

### Number of American Indian Students enrolled in Native Language Classes

The number of American Indian students enrolled in Six Directions Indigenous School in SY 2020-2021 Native Language classes was 69 students.

### Number of 520 Teachers Who are Certified to Teach Native Language Classes

The number of 520 Teachers in the Six Directions Indigenous School who were certified to teach Diné language classes in SY 2020-2021 was two.

### **Conclusion**

The Six Directions Indigenous School (SDIS) Bilingual Multicultural Education Program Diné/Zuni Language Heritage Program offers a successful opportunity for Native American students to study their culture and language. The program offers a comprehensive selection of Diné and Zuni Language courses, grades 6-12, which range from beginning to advanced levels. In SY 2020-2021, SDIS staff included a total of two teachers who were 520 certified to teach native language classes. This allowed SDIS to offer a sufficient number of course sections to accommodate student schedules. Teachers also used a variety of instructional methodologies, activities, and materials to promote student engagement in the learning of their home languages and cultures.

### **Action Plan**

SDIS staff will continue to implement and strengthen the BMEP Heritage Model by:

1. adding more 520 certified teachers through active recruit and retention;
2. providing professional development in best practices for Diné and Zuni Language Teachers;
3. providing additional instructional materials that are relevant Diné and Zuni languages and cultures;
4. continuing to offer sufficient number of Diné and Zuni Language courses to accommodate student schedules;

## **Conclusions**

The following is a summary of conclusions for the twelve (12) indicators required by the Statutory Requirements and included in this report.

### **(1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity**

Due to the COVID-19 Public Health Emergency, standardized testing was suspended for SY 2019-2020 and SY 2020-2021.

For SY 2018-2019:

- 1) reading assessment results indicate that Native American students decreased by 6% from SY 2016-2017 to SY 2017-2018; but increased by 10% from SY 2017-2018 to SY 2018-2019;
- 2) math assessment results indicate that Native American students decreased by 6% from SY 2016-2017 to SY 2017-2018; but increased by 10% from SY 2017-2018 to SY 2018-2019;
- 3) science assessment results indicate that Native American students decreased by 12% from SY 2016-2017 to SY 2017-2018. Insufficient numbers of Native American students were assessed in SY 2018-2019 to determine gains or losses between SY 2017-2018 to SY 2018-2019.

### **(2) school safety**

Due to the COVID-19 Public Health Emergency, SDIS operated in a remote learning mode for SY 2020-2021. Consequently SDIS does not have Student Infraction Data for this time period.

In SY 2019-2020, there were no infractions reported for any grade level and in SY 2018-2019 there were only four (4) infractions reported, indicating that the policies and procedures established and implemented by Six Directions Indigenous School are successful.

### **(3) graduation rates**

Graduation rates are one year lagged, so the most recent graduation data is from the 2019-2020 school year.

4-Year Graduation Rate for SY 2017-2018, SY 2018-2019, and SY 2019-2020 is not applicable.

#### **(4) attendance**

Attendance rates for Native American Indian students increased by 2.11 percentage points from SY 2018-2019 to SY 2019-2020, indicating that the policies and procedures established and implemented by Six Directions Indigenous School are successful. The COVID-19

Public Health Crisis, however, did affect student attendance and participation for SY 2021-2022, as there was a decrease of 3.93 percentage points. In spite of the Covid crisis, however, Native American Student Attendance rate remained above 91%

#### **(5) parent and community involvement**

The programs and activities that are being implemented by SDIS staff in support of Native American parents and students have yielded very good results in terms of increasing the involvement of parents in the education of their children. In addition, teachers have reported that the additional support provided by supplemental instructional materials have positively affected the success of American Indian students in classrooms.

#### **(6) educational programs targeting tribal students**

Six Directions Indigenous School staff implements various activities and programs designed to meet the needs of American Indian students. Success of the programs is measured by Standardized Assessment results. These programs include:

1. Bilingual Multicultural Education Program Heritage Model Native Language Instruction designed to revitalize Diné and Zuni languages and cultures;
2. Expeditionary learning excursions;
3. Field trips to Indigenous sites such as El Moro, Mt. Taylor, Red Rocks and NACA;
4. Special funding for developing an indigenous library;
5. Special funding for Career and College preparation;
6. Davis Scholar College Engage Program;

Due to the COVID-19 Public Health Emergency, standardized testing was suspended for SY 2019-2020 and SY 2020-2021.

For SY 2018-2019:

1) reading assessment results indicate that Native American students decreased by 6% from SY 2016-2017 to SY 2017-2018; but increased by 10% from SY 2017-2018 to SY 2018-2019;

2) math assessment results indicate that Native American students decreased by 6% from SY 2016-2017 to SY 2017-2018; but increased by 10% from SY 2017-2018 to SY 2018-2019;

3) science assessment results indicate that Native American students decreased by 12% from SY 2016-2017 to SY 2017-2018. Insufficient numbers of Native American students were assessed in SY 2018-2019 to determine gains or losses between SY 2017-2018 to SY 2018-2019.

#### **(7) financial reports**

The Six Directions Indigenous School staff utilizes all funding sources to address the unique educational needs of American Indian students, based on a comprehensive needs assessment.

#### **(8) current status of federal Indian education policies and procedures**

The process for developing the Six Directions Indigenous School Indian Policies and Procedures, and the IPPs themselves, demonstrate that the SDIS staff have developed and implemented a very successful process for continually reviewing, revising and implementing the district's Indian Policies and Procedures

#### **(9) school district initiatives to decrease the number of student dropouts and increase attendance**

Dropout rates are a year behind in reporting. Consequently, SY 2020-2021 dropout rates will not be available until sometime next year. For SY 2019-2020 dropout rates, less than 10 students dropped out. Therefore, individual student information is masked.

#### **SY 2019-2020 Final Drop Student List**

The table shows the number of students who dropped out and percentage of American Indian students who dropped out during the 2019-2020 school year.

| <b>Student Dropout rate 2019-2020<br/>(one year lagged) Ethnicity</b> | <b>2019-2020 Drop<br/>Gr. 7-12</b> | <b>2019-2020 Overall<br/>% Rate</b> |
|---|------------------------------------|-------------------------------------|
| American Indian/Alaskan Native  | *                                  | *                                   |
| Hispanic  | *                                  | *                                   |

**\*Indicates less than 10 students so results are masked**

For SY 2018-2019, no students dropped out, indicating that the SDIS policies and procedures for decreasing the number of dropouts and increasing attendance are successful.

**(10) public school use of variable school calendars**

The process for developing the school calendar successfully involves parents and students are able to participate in their community cultural activities.

**(11) school district consultations with district Indian Education Committees, school-site parent advisory councils and tribal, municipal and Indian organizations**

The current system of collaborating with parent groups has been successful in developing programs that address Native American student needs.

**(12) indigenous research and evaluation measures and results for effective curricula for tribal students**

Six Directions Indigenous School (SDIS) staff offers a variety of research-based programs, including: Native Language Instruction; Culturally Responsive Curriculum and Pedagogy; Project-Based Learning; Community-based Service Learning; Socio-Cultural Consciousness and Agency.

**(13) access to Native Language Programs**

The Six Directions Indigenous School (SDIS) Bilingual Multicultural Education Diné/Zuni Language Heritage Program offers a successful opportunity for Native American students to study their culture and language. The program offers a comprehensive selection of Diné and Zuni Language courses, grades 6-12, which range from beginning to advanced levels.

**Appendix 1**  
**Six Directions Indigenous School Indian Policies and Procedures**



**Indian Education Policies and Procedures  
Six Directions Indigenous School  
FY 2022**

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

**ATTESTATIONS**

The Six Directions Indigenous School (SDIS) attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures will be attached to the FY 2022 Impact Aid application.

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

**Indian Policies and Procedures**

The following Indian policies and procedures become effective upon school board approval.

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

**Procedure 1.1: (Describe how your LEA will achieve Policy 1)**

The Six Directions Indigenous School (SDIS) will disseminate information and seek timely input regarding the following programs on its educational program (including, but not limited to): Indian Policies and Procedures (IPPs); Assessment/Evaluation of Equal Participation in all Educational Programs; Any Plans for District Education Programs; Title I Part A; Title II Part A Quality Administrators and Teachers; Title III English Language Learners; Title VI EASIE Indian Education Formula Grant; Title VII Impact Aid; Johnson O'Malley; Indian Education District Initiative; State Multicultural Bilingual Education.

In order to afford all interested parties the opportunity to review documents with sufficient time to provide thoughtful input at the public meetings, the completed applications, evaluations, and program planning process will be made available to parents of American Indian children, the Navajo Nation Diné Department of Education, Zuni Pueblo, and the SDIS Parent Indian Education Committee seven (7) business days in advance of public meetings.

The Six Directions Indigenous School (SDIS) has a very closely knit staff and parent community. In order to accommodate individual parent of Indian children's preferred method of communication, parents and school staff communicate via: public meetings; hard copy staff notices to, and responses from, parents; E-blast texts from staff to parents; school website postings; one-on-one meetings between staff and parents.

Public meetings will be held a minimum of two weeks before the deadline for submitting applications. These meetings will be communicated to parents per the aforementioned preferred methods of communication as well as publically advertised by local newspapers and the SDIS website to allow all interested parties to attend. In addition, SDIS representatives and the SDIS Parent Indian Education Committee will consult with the Navajo Nation Diné Department of Education and the Zuni Pueblo to seek input.

Parents of American Indian children, tribal officials, the SDIS Parent Indian Education Committee and any other interested persons will have access to, and can review, assessment data to help develop or modify educational programs and services allowing for the participation of Indian students on an equal basis in the district.

Minutes from the SDIS Parent Indian Education Committee meetings will be posted on the SDIS website for all patrons and Tribal officials to review. Minutes will also be emailed to the Navajo Nation Diné Department of Education and Zuni Pueblo.

**POLICY (2): The Six Directions Indigenous School will provide an opportunity for representatives from the Navajo Nation Diné Department of Education, Zuni Pueblo, and parents of Indian children to provide their views on the School's educational program and activities, including recommendations on the needs of their children and on how the School may help those children realize the benefits of the educational programs and activities. [34CFR222.94(a)(2)]**

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

**Procedure 2.1: (Describe how your LEA will achieve Policy 2)**

In order to allow American Indian parents, other community members and tribal officials the opportunity to provide input on the education programs and activities, the SDIS Parent Indian Education Committee will conduct a minimum of four (4) quarterly meetings a year that will include addressing comments and concerns of tribes and the parents of Indian children regarding SDIS educational programs and activities.

Notices regarding the meetings will be disseminated to parents at least two weeks prior to each meeting and will accommodate individual parent of Indian children's preferred method of communication: hard copy staff notices sent home with students; E-blast texts from staff to parents; school website postings; one-on-one meetings between staff and parents.

SDIS staff and the SDIS Parent Indian Education Committee will also disseminate to, and seek information from, the Navajo Nation Diné Department of Education and the Zuni Pueblo via the Tribes preferred method of communication, i.e. emails. In addition, SDIS will participate in the official annual Navajo Nation Tribal Consultation Process with the Navajo Nation Tribal Consultation Team.

All meeting agendas will also be posted on the SDIS website two weeks prior in addition to the disseminated meeting notices. All meetings will be open to the public allowing for tribes and parents of Indian children the opportunity to provide input and feedback.

In addition, at each of the monthly school board meetings, a section of time is set aside for public comments. American Indian parents, other community members, and tribal officials can offer comments and suggestions regarding services for American Indian students.

SDIS will, to the greatest extent possible, take the tribes' and parents' preferred methods of communications into consideration for all correspondence with the tribe and parents of Indian children. If consultation participation by parents of Indian children and tribes is low, SDIS will re-evaluate its consultation process. Any changes to the methods will occur through additional consultation with tribes and parents of Indian children.

**POLICY (3): The Six Directions Indigenous School will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)]**

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

**Procedure 3.1: (Describe how your LEA will achieve Policy 3)**

The Six Directions Indigenous School (SDIS) will take the following measures to annually assess the extent to which American Indian children participate on an equal basis with non-American Indian children in the District's education program and activities.

- A. SDIS staff will review school data on a quarterly basis to assess the ratio of American Indian children compared to non-American Indian children participating in all academic and co-curricular activities and will assess and monitor the use of operational and federal funding for American Indian and Non-American Indian students. Data will include student course and co-curricular activities enrollment; course completion; attendance; educational programs supporting tribal students; school initiatives to decrease number of student dropouts and increase attendance; use of variable calendars; student achievement; school safety.
- B. Copies of an annual report assessing American Indian children participation compared to non-American Indian children in the school's education program and activities, as well as any other related data, will be disseminated to parents of American Indian children and tribes via: posting on the SDIS website; email attachments sent to tribes and parents; E-blast notices sent to parents, as well as notices sent home with students, will announce that hard copies of the report are available upon request. The report will be disseminated at least two weeks prior to the annual meeting.
- C. Parents of American Indian children, tribes and other interested parties may express their views on the extent to which American Indian children participate on an equal basis with non-American Indian children in the school's education program and activities through the following ways:
  - Annual meeting in the Spring Semester to discuss the annual report with SDIS administrators, SDIS staff members, the SDIS Parent Indian Education Committee, American Indian parents and Tribal officials.
  - Parents of American Indian children, tribal officials and other interested parties may also express their views on participation through direct communication with SDIS staff, at any school board meeting or to the SDIS Parent Indian Education Committee.

D. If it is determined that there are gaps in American Indian student participation in the SDIS educational program or activities, the SDIS Governing Council, in consultation with the Parent Indian Education Committee, tribes and parents of Indian children, will modify the SDIS education program in such a way as to improve participation.

**POLICY (4): The Six Directions Indigenous School will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CRF222.94(a)(4)]**

**Procedure 4.1: (Describe how your LEA will achieve Policy 4)**

The Six Directions Indigenous School (SDIS) Governing Council will schedule a meeting in the April and May of each year to discuss possible modifications to the content of the IPPs, equal participation, and educational programs and activities.

Parents of American Indian children, tribes and other interested parties will be notified regarding these meetings and their ability to submit comment via: posting on the SDIS website; email attachments sent to tribes and parents; E-blast notices sent to parents, as well as notices sent home with students. The SDIS Governing Council will evaluate all recommendations for changes to these IPPs.

The SDIS Governing Council will discuss and vote upon all recommended revisions to these IPPs and any changes approved by the SDIS Governing Council will become effective immediately upon adoption.

Any changes adopted by the SDIS Governing Council will be made available to parents of American Indian children within seven (7) days after the Governing Council meeting in a manner that accommodates individual parent of Indian children's preferred method of communication: hard copy staff notices sent home with students; E-blast texts from staff to parents; school website postings; one-on-one meetings between staff and parents.

The SDIS Governing Council will also disseminate any changes adopted by the SDIS Governing Council to the Navajo Nation Diné Department of Education and the Zuni Pueblo via the Tribes preferred method of communication, i.e. emails.

The SDIS Governing Council will also post any changes adopted by the SDIS Governing Council on the SDIS website.

**POLICY (5) : The Six Directions Indigenous School will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34CRF222 .94(a)(5)]**

**Procedure 5.1: (Describe how your LEA will achieve Policy 5)**

The Six Directions Indigenous School (SDIS) Federal Programs staff will track and assemble all comments and suggestions received through the consultation process by creating and maintaining an IPPs database that creates the opportunity for staff to collect and monitor comments and suggestions.

At least annually respond in writing to comments and recommendations made by the SDIS Indigenous Education Committee, Navajo Nation Diné Department of Education, Zuni Pueblo, parents of American Indian children, and other interested parties. Prior to the submission of the IPPs to the Impact Aid Application by SDIS, the School will disseminate the responses in a manner that accommodates individual parent of Indian children's preferred method of communication: hard copy staff notices sent home with students; E-blast texts from staff to parents; school website postings; one-on-one meetings between staff and parents. SDIS will also send emails to the Navajo Nation Diné Department of Education offices and Zuni Pueblo for posting at their locations.

**POLICY (6): The Six Directions Indigenous School will provide a copy of the IPPs annually to the affected tribe or tribes. [34CR F222.94 (a)(6)]**


**Procedure 6.1: (Describe how your LEA will achieve Policy 6)**


The Six Directions Indigenous School (SDIS) will provide a copy of the IPPs to the Navajo Nation Diné Department of Education offices and Zuni Pueblo via emails prior to submitting the Impact Aid Application.

Six Directions Indigenous School Governing Council Approval Date: January 29, 2021  
Date

Open Public Meeting Date: January 29, 2021

DocuSigned by:  
  
Signature: President, Indian Education Parent Committee

DocuSigned by:  
  
Signature: Head Administrator, Six Directions Indigenous School

  
Signature: Board President, Six Directions Indigenous School