



# ESEA Consolidated Application

2021-2022



## CUBA INDEPENDENT SCHOOLS

	Title I A	Title I D	Title II A
<b>Allocation</b>	699,868.45	0	62,446.80
<b>Debit</b>	699,868.45	0	0.00
<b>Credit</b>	0.00	0.00	0.00
<b>Balance</b>	0.00	0	0.00

Application Status
Pending

Module 2: Transferability & Reap Flex – <b>REQUIRED</b>						
Reap Eligibility	Transfer Eligibility	REAP Are you planning to utilize Reap-Flex?	Transfer Are you planning to utilize Transferability ?	Transfer T1 Transfer from Title II A to Title I A	TOTAL TRANSFER	Fund Utilization How will Title II/Title IV funds be used? Please be as thorough and detailed as possible.
Yes	Yes	No	No	0.00	0.00	N/A

Module 3: Private School Equitable Services						
Transfer T1 Transfer from Title IIA to Title IA	Child Count Enter the total number of students from low income families residing in participating Title I school attendance areas and attending either a participating Title I public school or a participating private non-profit school.	Private Low Income PCT	Sum Low Income Students	Proportionate Funds	Sum Admin Costs	Private School Total
0	0	0.00 %	0	00.00	0	00.00

Module 3.1: Private School Criteria						
Private School Enter name of private school	Low Income Students Enter total number of eligible private school students from low-income families in attendance at this private school.	Private Low Income Students Percentage of low income students	Private School Funds	Administrative Costs Enter the amount the district will set aside to administer the private school Title I program.	Private School Total	Criteria What criteria were used to determine low income eligibility?
Torreon Christian School Declined services and funds	0	0%				



# ESEA Consolidated Application

2021-2022



## CUBA INDEPENDENT SCHOOLS

### Module 4: District Level Admin Staff, Superintendents, Principals or Business Staff - **REQUIRED**

Salary Support	Business Manager Compensation	Business Office Support	Support Rationale
Are Title I funds being used to support any portion of a superintendent's or building administrator's salary to serve as the District Title I Director?	Are Title I funds being used to support any portion of the salary or additional compensation for a business manager?	Are Title I funds being used to support any portion of the salary or additional compensation for business office support?	If Title I funds are being used to support any portion of a superintendent's, principal's, building administrator's, business manager or business office support salary, provide a rationale for this support. If NO, please enter N/A.
<b>NO</b>	<b>NO</b>	<b>NO</b>	<b>NO</b>

### Module 4.1: District Level Administrative Staff

Location Name	Position Title	Functions Duties	Pars Certifications	% FTE Title I	% FTE Other	FTE 100 %
		Select applicable Title I supported function and or duty performed	Are time and effort certifications/personnel activity reports (PARs) on file for administrative staff paid out of ESSA funds?	Percent of Title I Fund Sources for FTE.	Percent of "Other" Fund Sources for FTE.	
CUBA DISTRICT OFFICE	Coordinator, Federal Programs	Indian Education Support;	Yes	10%	90%	100%

### Module 4.2: District Level Administrative Costs

Administrative Amt	Administrative Detail	Admin Pool
Enter Administrative Fund Set-Aside from Title I Part A.	Describe the administrative expenditures from Title I funds. Attach additional pages if necessary in module 16.	Does the District choose to consolidate its ESSA administrative funds in a consolidated administrative pool?
\$10,600	Salary and Benefits for 0.10 FTE Coordinator	Yes



# ESEA Consolidated Application

2021-2022



## CUBA INDEPENDENT SCHOOLS

### Module 5: Program Consultation and Program Planning - **REQUIRED**

#### Program Plan Funding

Describe the process the district used to determine how Title I funds are to be utilized.

Be specific regarding needs assessments, review of available data and research.

Attach additional documents as needed in module 18.

#### Process for Determining How Title I Funds are to be Utilized

Staffs at each school, in collaboration with the Federal Program Office staff, continuously collect data at the school level. This formative and summative evaluation data provides guidance in the ongoing decision-making process for providing appropriate student and parent services, and includes such items as test data, attendance data, high school graduation rates, etc., as well as input via surveys from teachers, parents and students regarding specific student and family needs. Data is disaggregated to the individual student/family level to better track the individual needs of students and their families.

The Superintendent obtains input on all federal grants from the Navajo Nation through the official Navajo Nation Diné Department of Education ESSA Tribal Consultation and in meetings with the presidents of the three Navajo Nation Chapters that have students enrolled in Cuba Independent School District (CISD): Counselor, Ojo Encino and Torreon. The Indian Education Parent Committee (IEPC), consisting of five Navajo parents with children enrolled in the CISD, also provides input for all federal grants.

The District Administration Team, which consists of the Superintendent, Federal Programs Director, Special Education Coordinator, Principals, Testing Coordinator and Data Coordinator, consults with the school level Professional Learning Communities (PLCs) and the school site NM DASH Core Teams to consolidate these data to create a composite view of student/parent needs for matching with CISD resources.

Results of a comprehensive needs assessment conducted by CISD administrators, coupled to an Impact Aide survey, give insight to the needs of students and parents across the district. Major trends distilled from these data were that a large portion of parents felt their children's biggest academic struggle was in core subjects: reading, writing and math. The subjects that parents felt needed to be included into the school day were fine arts (music, art, band, drama, etc.); science, technology, engineering, and math (STEM); business; ROTC; and life skills.

Parents considered the following as barriers that effect their children's education: poor communication with school staff, the inability to assist with their children's schoolwork, and lack of basic needs such as transportation and Internet access. Other barriers that effect students' education include poor student-teacher relationships, low reading skills, and learning disabilities. Areas of change that parents would like to see in CISD include more consistency in school programming and structure, improved communication and transportation, and more anti-bullying initiatives. Overwhelmingly, parents felt CISD should support cultural and language education in partnership with parents and communities. Parents also communicated their need of support with 21st Century technology in the schools in accessibility to the Internet, how to use current technology, and communication of expected use of technology.

Root cause analyses of all schools, conducted in 2019, suggested the following:

- Teachers and leaders have limited knowledge and understanding of Cultural and Language responsiveness, differentiated instruction, and project based learning
- Misalignment of standards
- Teachers and leaders have limited knowledge of standards
- Inappropriate/broken intervention systems (Rtl)
- District and school misalignment of students behavioral and social emotional support systems
- District wide misalignment of Navajo Language curriculum and implementation



# ESEA Consolidated Application

2021-2022



## CUBA INDEPENDENT SCHOOLS

- District wide limitations of knowledge and implementation of quantitative and qualitative data driven instruction

Once the District Administration Team identifies overall student and family needs, the Team analyses the available district resources and determines which funds to use to meet identified needs. Funding source requirements and eligibility are carefully reviewed to ensure compliance and to avoid supplanting issues.

District Resources include:

1. State/Operational Funding
2. PED Indian Education School District and Cultural Inclusion Initiative
3. Johnson O'Malley 5
4. State Bilingual Multicultural Program
5. Title IA
6. Title IC Migrant
7. Title ID Neglected/Delinquent
8. Title IIA Professional Development
9. Title III English Language Acquisition
10. Title IV Student Support and Academic Enrichment
11. Title VI Federal Indian Education Formula Grant
12. Title VII Impact Aid
13. NM Appleseed Funding for Students Experiencing Homelessness
14. PED Community Schools Implementation Grant
15. SPED

At the end of the school year, the District Administration Team thoroughly reviews the District's services and use of funds, with a focus on the outcome (impact) of these services and use of funds in meeting the needs of students and their families.

### Module 6: CSI & TSI Support

School	CT Amount Enter the amount the district will set aside to support the identified school. CSI = Comprehensive Support and Improvement TSI = Targeted Support and Improvement	Support Describe the process used by the school's Core Team, in collaboration with the district representative, to identify performance challenges, complete root cause analysis, and identify focus area(s) for DRAFT 2019-20 NM DASH Annual Plan (CSI and TSI schools) and for the CSI plan (if applicable). How will the funding be used to support the implementation of the focus area. Additionally, describe how the needs of subgroup populations will be addressed and met.
Cuba High	0	N/A



# ESEA Consolidated Application

2021-2022



## CUBA INDEPENDENT SCHOOLS

### Module 7: Title I Community Schools

Will the district set aside Title I funds for Community Schools?

<b>Title I Funds</b> Will the district set aside Title I funds for Community Schools?	<b>Name of School</b>	<b>Community School Amount</b>	<b>Process</b> Describe the process for determining the T1 set aside amount.	<b>Title I Funds Usage</b> Are Title I funds being used to support any portion of a Community Schools coordinator?	<b>Community School Coordinator Amount</b> If so, please indicate the amount set-aside for the Community Schools coordinator.	<b>Stakeholder Engagement Process</b> Please describe the stakeholder engagement process the school district or school used to plan and develop the Community School. List the partners that participated in the consultation. Examples of community participation through stakeholder engagement would be: parents, families, federal, state, and local and tribal governments.	<b>Meet Needs Of Community</b> Describe the process on how the Community School will or has coordinated and leveraged resources (state, federal grants, donations) in order to meet the needs of the community.	<b>Collaborative Leadership And Practices</b> Please list the goals and evidence-based strategies, programs and practices that support the students, families and community members in ensuring student success based on the Four Pillars of Community Schools	<b>Professional Development Funds</b> Enter amount to be set aside for Professional Development for staff members.  <b>Professional Development Description</b> Describe the high-quality professional development which will be provided that aligns with the Community Schools instructional programs, facilitates effective teaching, learning and enrichment and supports the implementation of strategies to support under performing schools.	<b>Evaluate &amp; Assess</b> How will you know if it's working? Describe how the district or school will evaluate and assess the effectiveness of the implementation of the Community Schools framework. What is the process for reporting results to the site leadership team and community?
NO	N/A	0.00	N/A	N/A	0	N/A	N/A	N/A	N/A	N/A

### Module 8: Indirect Costs - **REQUIRED**

Will the District claim Indirect Costs for Title I?

T1 Part A	Indirect Cost Rate	Fixed Assets	Budget Balance	Indirect Amount	Funds Budgeted
699,868.45	8%	0.00	648,025.93	51,842.07	699,868.45



# ESEA Consolidated Application

2021-2022



## CUBA INDEPENDENT SCHOOLS

Module 8.1: Parent / Family Engagement Costs Set Aside - <b>REQUIRED</b>						
Parent Costs	Out To School Is 90% of this amount flowing out to schools?	District Activities Is the district providing district-wide activities?	Parent Involvement How were parents involved in decisions made about the parent involvement funds?	Fund Usage Describe how parent involvement funds will be used.	School Parent Compact Do schools have current parent compacts that meet the requirements of Section 1116?	District Parent Policy Does the district have current district and school level parent involvement policies that meet the requirements of Section 1116?
6,999	Yes	Yes	Parent meetings are held at district sites and in surrounding Chapter Houses throughout the year.	Parent Involvement funds are used for parent meetings and trainings at parent institutes and conferences.	Yes	Yes

Module 8.2: Summer School Set Aside		
Summer School Amount	Eligibility Provide criteria used to establish student eligibility for Summer School programs.	Program Describe the content of the Districts Summer Programs.
0	N/A	N/A

Module 8.3 After School Program		
After School Amount	Eligibility Provide the criteria used to establish student eligibility for the District's After School Program.	Program Describe the content of the Districts After School Program (i.e. enrichment, reading/math support, arts, science, etc.).
\$4,000	Teacher referral of students with the most needs determined by: class/course grades; standardized tests; ACCESS data; teacher observations.	Reading and Math Support K-12

Module 8.4: Staff Development Set Aside	
Staff Development	Activities Describe the types of staff development opportunities that will be provided.
0	N/A

Module 8.5: School Culture and Climate	
Describe the types of school climate interventions, programs or activities that foster safe, healthy and supportive school environments that will be provided.	
School Safety	School Safety Funds
N/A	0



# ESEA Consolidated Application

2021-2022



## CUBA INDEPENDENT SCHOOLS

### Module 8.6: Other Set Aside

Describe OTHER District level activities to be supported. Include a description of how sites were selected for these activities.

Other Costs	Other Detail
25,000	District Wide Supplemental Reading/Math Software

### Module 9.1: Delinquent Funding

Title I Part D

District Facility	Delinquent Number	Per-Child Amount	Facility Total
	0	0.00	0.00
<b>TOTAL</b>	0	0.00	0.00

### Module 9.2: Delinquent Services

Facility	Environment Code	Program Description N/A	On Line Program N/A	Transition Activities N/A	Staffing N/A

### Module 10.1: Preschool Funding

Preschools	Students Enter the number of preschool students served.	Preschool Amt Enter Title I Part A Preschool amount.
CUBA ELEMENTARY	32	0
<b>TOTAL</b>	32	0

### Module 10.2: Preschool Services

Preschools	Exclusive Pre K Funding Is this funding only being used to supplement an existing state funded NM PreK site?	Services Describe specific services Title I Part A funds will pay for.	Materials Describe materials that Title I funds will pay for.	Staffing Describe staffing that Title I funds will pay for.
CUBA ELEMENTARY	No	N/A	N/A	N/A



# ESEA Consolidated Application

2021-2022



## CUBA INDEPENDENT SCHOOLS

Module 11: Homeless Set Aside - <b>REQUIRED</b>							
Identify Homeless	Homeless Set Aside Amount	Per Pupil Amount	Evidence	Set Aside Process and Fund Usage			
How many students experiencing homelessness did your LEA report last school year?	Enter Title I, Part A dollar amount of homeless set aside.	Title I set aside per pupil allocation (Calculated Automatically)	Evidence of a needs assessment provided?  Yes or No  If LEA is a recipient of the McKinney Vento Homeless Assistance Act sub grant, the needs assessment submitted with the proposal will be sufficient.	Short description/documentation describing the process for determining set aside amount and explaining how Title I set aside dollars for homeless students will be spent.			
36	\$4,000	\$111.11	Yes (see ECHY McKinney-Vento Homeless Assistance Act Subgrant 2021-2024, submitted 4/28/21)	Title I allocation determined by percentage of homeless students in district.  CISD will use Title I funding to support students with clothing, food, transportation, school supplies, and other gap closing initiative during the crisis.			

Module 12: Foster Care Students - <b>REQUIRED</b>					
Foster Care Transport	Foster Transport Amt	Foster Care Determinations	Foster Care Funding	Foster Care Enrollment	Foster Care Liaison
Will the district set aside funds for foster care transportation?	Enter Title I Part A set aside for foster care transportation. Zero (0) is a valid entry.	What is the LEA's process for holding, collaboratively with the local CYFD contact, Best Interest Determination meetings for students in foster care? Please describe. If there is a written procedure please summarize.	What is the LEA's process, collaboratively with the local CYFD contact, for addressing potential additional expenses for transporting students in foster care, when the Best Interest Determination results in the student's remaining in their school of origin? If there is a written procedure please summarize.	The LEA has, or will adopt, policies and practices to ensure that children in foster care will remain, if possible, in the school in which the child is enrolled at the time placement. When remaining in such school is not in the best interest of the child, the LEA will provide immediate and appropriate enrollment in a new school, with all of the educational records of the child provided to the new school. The LEA has, or will adopt, policies and practices to ensure that the enrolling school will immediately contact the school last attended by the child in foster care to obtain relevant academic and other records.	Please identify the district's Foster Care Liaison
YES	\$459.66	Best Interest Determination Process	As part of the BID meetings, transportation cost will be discussed. Every attempt will be	YES	Dr. Donna Navarrete





# ESEA Consolidated Application

2021-2022



## CUBA INDEPENDENT SCHOOLS

		<p>1. When a student is placed in foster care or changes residence while in foster care, the CYFD Point of Contact (POC) must notify the CISD school of origin principal, the CISD Foster Care POC and the CISD superintendent.</p> <p>2. If the new residence is not in the same school zone, the CYFD POC, CISD Foster Care POC, CISD school of origin principal and CISD Transportation Director convene a Best Interest Determination (BID) meeting to discuss potential ways that the child could be transported to school if the BID decision is that the student will remain enrolled at the current school.</p> <p>3. The CYFD POC, CISD Foster Care POC, CISD school of origin principal and CISD Transportation Director make a decision based on an analysis of transportation options and best interests of the student.</p> <p>The BID process is student-centered and a variety of issues must be considered in determining school placement. Factors to discuss and consider include, but are not limited to: safety for the student and other students being transported; student age; length of commute; distance; student's preference for school; history of</p>	<p>made to use current CISD transportation options to address the needs of the foster student. Options include:</p> <ul style="list-style-type: none"> <li>• An existing bus route can be used.</li> <li>• An existing bus route can be modified slightly to accommodate the new address.</li> <li>• Specialized transportation resources offered to other students can be accessed, such as Special Education; Alternative Education; McKinney-Vento transportation;</li> <li>• Existing specialized transportation can be modified slightly to accommodate the new address.</li> </ul> <p>In the event transportation costs must be incurred, the CYFD POC, CISD Foster Care POC, CISD school of origin principal and CISD Transportation Director will review possible funding sources at CYFD and CISD. CISD has set aside Title I Part A funds for this purpose.</p>		
--	--	---	---	--	--



# ESEA Consolidated Application

2021-2022



## CUBA INDEPENDENT SCHOOLS

		<p>school transfers and how they have impacted the student; preference of the student's parent or educational decision maker; student's attachment to the school, including meaningful relationships with staff and peers; programs and activities that address the student's unique needs or interests (for example, extracurricular activities); placement of the student's siblings; influence of school climate on the student, including safety, availability of services, and quality of the services in the school to meet the student's educational and socio-emotional needs; length of the commute to a school other than the school of origin and how it would impact the student, based upon the student's age and developmental factors; whether the student is a student with a disability under IDEA who is receiving special education and related services, and the availability of the required services and supports in a school other than the school of origin; whether the student is a student with a disability under Section 504 who is receiving services, and the availability of the required services and supports in a school other than the school of origin; whether the student is an English Learner (EL) and is receiving language services, and the availability of</p>			
--	--	---	--	--	--



# ESEA Consolidated Application

2021-2022



## CUBA INDEPENDENT SCHOOLS

		<p>these required services in a school other than the school of origin, consistent with Title VI and the EEOA.</p> <p>The potential need and additional expense for transportation to allow the student to remain in their school of origin is not a consideration when determining whether the student should remain in that school of origin. This is consistent with the program instruction released by U.S. Health and Human Services Department subsequent to the passage of the Fostering Connections Act, Public Law 110-351.</p> <p>Possibilities to consider for providing transportation:</p> <ul style="list-style-type: none"><li>• An existing bus route can be used.</li><li>• An existing bus route can be modified slightly to accommodate the new address.</li><li>• Specialized transportation resources offered to other students can be accessed, such as Special Education; Alternative Education; McKinney-Vento transportation;</li><li>• Existing specialized transportation can be modified slightly to accommodate the new address.</li></ul>			
--	--	--	--	--	--



# ESEA Consolidated Application

2021-2022



## CUBA INDEPENDENT SCHOOLS

### Module 13: Student Needs & Progress Monitoring - **REQUIRED**

<b>Assessments</b> Describe the assessments and other objective criteria that are used to identify students who are at-risk of not meeting the New Mexico Common Core State Standards.	<b>Progress Monitoring</b> Describe how the LEA monitors student progress on meeting the New Mexico Common Core State Standards.	<b>PBIS</b> Describe how positive behavioral interventions and supports are implemented across the LEA to improve school conditions for learning and to reduce the overuse of discipline practices that remove students from the classroom.
<p><b>Cuba Elementary School:</b> iStation, Imagine Learning language/literacy and math, Galileo interim ELA and math, science SBA, NM-MSSA ELA and math, ACCESS.</p> <p><b>Cuba Mid School:</b> Imagine Learning language/literacy and math, Galileo interim ELA and math, science SBA, NM-MSSA ELA and math, ACCESS.</p> <p><b>Cuba High School:</b> Galileo interim ELA and math, science SBA, EOC Assessments; science SBA; NM-MSSA ELA and math, ACCESS.</p>	<p><b>Elementary, Middle, and High Schools:</b></p> <p>Teachers will administer Galileo interim assessments in ELA and math for BOY, MOY, and EOY and will progress monitor throughout the year. Teachers and leaders will analyze student performance data to determine student learning needs. Student who are not performing at grade level will be provided targeted interventions through Imagine Learning and other instructional best practices to address knowledge gaps within grade level or prior grade level CCSS. Data from daily, weekly, and monthly assignments will also be analyzed to determine student learning needs.</p>	<p>CISD implements the following positive behavioral interventions and supports are across the district to improve school conditions for learning and to reduce the overuse of discipline practices that remove students from the classroom:</p> <ul style="list-style-type: none"> <li>• mentoring</li> <li>• guidance counseling</li> <li>• home visits</li> <li>• culturally relevant instructional materials, strategies and curriculum</li> <li>• Implementation of Multilayered System of Support (MLSS) framework and Student Assistance Team Model</li> <li>• Social and Emotional Learning Approach, which focuses on the following competencies; self-awareness; social awareness; responsible decision-making; self-management; relationship skills.</li> </ul> <p>In addition, CISD is in compliance with the state requirements for safe schools and has developed, and implements, a districtwide school safety plan that includes the following components:</p> <ol style="list-style-type: none"> <li>1. health education</li> <li>2. physical education and activity</li> <li>3. nutrition</li> <li>4. social and emotional well-being</li> <li>5. healthy and safe environment</li> <li>6. health services</li> <li>7. staff wellness, and</li> <li>8. family, school and community involvement</li> </ol>



# ESEA Consolidated Application

2021-2022



## CUBA INDEPENDENT SCHOOLS

### Module 14: School Wide Waiver - **REQUIRED**

<p><b>School Wide Waiver</b></p> <p>Section 1114(a)(1)(B) of ESSA states that a school in which fewer than 40% of the children enrolled are from low-income families, may operate a school wide program if the school receives a waiver from the State educational agency to do so, after taking into account how a school wide program will best serve the needs of the students in the school in improving academic achievement and other factors.</p> <p>Is the LEA requesting a waiver of the 40% poverty school wide program requirement at this time?</p>	<p><b>Justification</b></p> <p>Please describe the rationale for operating a school wide program rather than a targeted program.</p> <p>Describe how the proposed school wide program will meet the needs (academic and otherwise) of the school's at-risk students.</p>
NO	N/A

### Module 15: School Rank Order - **REQUIRED**

<p><b>School Rank Order</b></p> <p>Option 1 - Use 80-day or 120-day direct certification pre-multiplier data for all schools, CEP, non-CEP, and schools that do not participate in the National School Lunch Program (NSLP).</p> <p>Option 2 - Use 80-day or 120-day direct certification <u>pre-multiplier data</u> for CEP schools and schools that do not participate in the NSLP, AND the number of students identified by direct certification plus the number of students identified for <u>free lunch only</u> through NSLP household applications (or income verification forms that use the same poverty measures as NSLP forms) for non-CEP schools, including standard and Provision 2 schools.</p> <p>Option 3 - Use 80-day or 120-day direct certification <u>post-multiplier data</u> for CEP schools and schools that do not participate in the NSLP, AND the number of students identified by direct certification plus the number of students identified for <u>free and reduced lunch</u> through NSLP household applications (or income verification forms that use the same poverty measures as NSLP forms) for non-CEP schools, including standard and Provision 2 schools.</p> <p>Option 4 - Use 80-day or 120-day direct certification <u>post-multiplier data</u> for CEP schools and schools that do not participate in the NSLP, AND <b>the higher of</b> a school's (1) number of students identified by direct certification x 1.6 <b>or</b> (2) the number of students identified by direct certification plus the number of students identified for free and reduced lunch through NSLP household applications (or income verification forms that use the same poverty measures as NSLP forms) for non-CEP schools, including standard and Provision 2 schools.</p> <p>Option 5 - Use 80-day or 120-day direct certification post-multiplier data for all schools, CEP, non-CEP, and schools that do not participate in the NSLP.</p> <p>Option 6 - An LEA may elect to use a single form to collect household income information to (1) determine eligibility for school meals in non-CEP schools; and (2) distribute other education funding (Title I-A) in CEP schools and in schools that do not participate in the NSLP.</p>	<p><b>Snapshot</b></p> <p>Select 80 day or 120 day</p>
<p>Option 1 - Use 80-day or 120-day direct certification pre-multiplier data for all schools, CEP, non-CEP, and schools that do not participate in the National School Lunch Program (NSLP).</p>	80 day



# ESEA Consolidated Application

2021-2022



## CUBA INDEPENDENT SCHOOLS

### Module 16: Site Allocation - REQUIRED

								Utilization of Funds														
School	School Type No Services; School Wide; Targeted;	School Grade Levels	Enrolled Enter total school enrollment.	Low Income Students Enter total number of low income students.	% Low Income	Building Allocation	Low Income Amount Enter amount per low income student.	Hire Staff for Reading Are allocation funds being used to hire teachers/specialists to provide reading instruction during the school day?	Hire Staff for Math Are allocation funds being used to hire teachers/specialists to provide math instruction during the school day?	Assist Are allocation funds being used to hire instructional assistants to support classroom teachers?	Module Best Practice Are allocation funds being used to hire instructional coaches to work with teachers to model best practices?	Class Size Are allocation funds being used to hire additional regular classroom teachers to provide smaller class sizes?	At Risk Are allocation funds being used to hire counselors and or other support staff to assist at-risk students?	Social Are allocation funds being used to hire social workers?	English Learner Are allocation funds being used to support English Learners?	CSI/ TSI Is this school a CSI or TSI school?	Community Schools Is this School a Community School?	Read Tutor Are allocation funds being used to provide additional reading support/tutoring before school, after school or during summer school?	Math Tutor Are allocation funds being used to provide additional math support/tutoring before school, after school or during summer school?	Intervene Are Allocation funds being used to purchase a reading/language arts intervention program?	Tech Are allocation funds being used to purchase forms of technology to support intervention programs?	Materials Are allocation funds being used to purchase supplemental instructional materials for students
CUBA ELEMENTARY SCHOOL	School Wide	PK-05	212	178	83.96%	\$330,722.22	\$1,857.99	YES	YES	YES	No	YES	YES	NO	NO	NO	NO	YES	YES	YES	YES	YES
CUBA MIDDLE SCHOOL	School Wide	06-08	123	84	68.29%	\$192,281.88	\$2,289.07	YES	YES	YES	No	YES	YES	YES	YES	NO	NO	YES	YES	YES	YES	YES
CUBA HIGH SCHOOL	School Wide	09-12	252	159	63.10%	\$73,963.62	\$465.18	YES	NO	NO	No	YES	YES	NO	YES	NO	NO	YES	YES	YES	YES	YES
<b>TOTAL</b>			<b>587</b>	<b>392</b>		<b>\$596,967.72</b>																

### Module 17.1: Neglected Funding

District Facility	Neglected Count	Per Child Amount	Facility Total Amount
	0	0.00	0.00
<b>TOTAL</b>	<b>0</b>	<b>0.00</b>	<b>0.00</b>

### Module 17.2: Neglected Services

Facility	Program Description	On Line Program	Staffing Qualifications
	N/A	N/A	N/A

**NM Public Education Department**  
**Local Education Agency (LEA)**  
**Assurances 2021-22 ESEA Title I**  
**Application**

The Local Educational Agency (LEA) provides the assurances below to the New Mexico Public Education Department, as they apply to each program for which the plan or application is submitted and approved.

1. The LEA will administer each such program in accordance with all applicable statutes, regulations, program plans, and applications.
2. The control of funds provided under each such program, and title to property acquired with program funds, will be in the LEA.
3. The LEA will administer the funds provided under each such program and the property acquired with program funds to the extent required by the authorizing statutes.
4. The LEA will adopt and use proper methods of administering each such program, including:
  - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each such program; and
  - (b) the correction of deficiencies in program operations identified through audits, monitoring, or program evaluation.
5. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
6. The LEA will use State and local funds to provide services in participating schools, which, taken as a whole, are at least comparable to services provided in schools which are not receiving funds under Title I. Where all attendance areas are Title I schools, the LEAs will use state and local funds to provide services that are subsequently comparable in each school.
7. The LEA will:
  - (a) use Title I funds only to supplement the funds that would, in the absence of Title I funds, be made available from State and local sources for the education of students participating in Title I programs and schools, and not to supplant such funds; and
  - (b) demonstrate that the methodology used to allocate State and local funds to each Title I school ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under Title I.
8. The LEA will repay to the State Education Agency (SEA) with nonfederal funds, or from Federal funds for which no accountability is required to the Federal government, any amounts which the U.S. Department of Education orders the SEA to repay because of the LEA's failure to comply with applicable statutes, regulations, and requirements.

9. The LEA will further repay to the SEA with nonfederal funds, or from Federal funds from which no accountability is required to the Federal government, any amounts determined by the SEA to have been misspent or misapplied because of the LEA's failure to comply with applicable statutes, regulations, and requirements.
10. The LEA will cooperate in carrying out any evaluation of each such program conducted by or for the SEA, the U.S. Secretary of Education, or other Federal officials.
11. The LEA will:
- (a) make and submit such reports to the SEA and the U.S. Secretary of Education as each may require to enable them to perform their respective duties under each such program; and
  - (b) maintain such records, provide such information, and afford such access to the records as the SEA or the U.S. Secretary of Education may reasonably require to carry out their respective duties.
12. Per ESEA, Section 1119(a) and 1119(b), the LEA shall develop agreements with Head Start programs and, if feasible, with other early childhood providers to increase coordination. Such agreements shall include:
- (a) Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;
  - (b) Establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;
  - (c) Conducting meetings involving parents, kindergarten, or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
  - (d) Organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
  - (e) Linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.
- Additional information available at this link: <https://ccsso.org/resource-library/new-early-childhood-coordination-requirements-every-student-succeeds-act-essa>
13. The LEA will:
- (a) in the case of a LEA that chooses to use funds under Title I to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under the PED's FOCUS: Essential Elements of Quality for Public School Preschool Programs;
  - (b) ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
14. The LEA's plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a LEA that has charter schools), administrators and other appropriate school personnel, and with parents of children in schools served under Title I.



15. Before the LEA's application was submitted, the LEA afforded a reasonable opportunity for public comment on the application or plan and duly considered all such comments received.
16. The LEA will:
  - (a) ensure that migratory children and formerly migratory children who are eligible to receive services Title I are selected to receive such services on the same basis as other children who are selected to receive services;
  - (b) provide services to eligible children attending private elementary schools and secondary schools in and provide timely and meaningful consultation with private school officials regarding such services;
  - (c) participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8.
17. The programs and projects described in this application include:
  - (a) programs, activities and procedures for the involvement of parents, which are planned and implemented with meaningful consultation with parents of participating children, and
  - (b) a written parent involvement policy developed jointly with, agreed upon, and distributed to parents of participating children.
18. The LEA will develop policies and processes to ensure equitable access to, and equitable participation in, the project or activity to be conducted with Federal assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers based on gender, race, color, national origin, disability, and age.
19. The applicant will adopt written procedures for the receipt and resolution of complaints alleging violations of law in the administration of programs.

**ESSA Parent Notification Assurances**

20. At the beginning of each school year, the LEA will notify the parents of each student attending any school receiving funds under Title I that the parents may request, and the LEA will provide the parents on request and in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:
  - (a) whether the student's teacher:
    - (i). has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - (ii). is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - (iii). is teaching in the field of discipline of the certification of the teacher.
  - (b) whether the child is provided services by paraprofessionals and, if so, their qualifications.
21. In addition, a school that receives funds under Title I will provide to each individual parent of a child who is a student in such school, with respect to such student:
  - (a) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under the Every Student Succeeds Act (ESSA); and
  - (b) timely notice that the student has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

### **Testing Transparency Assurances**

22. At the beginning of each school year, the LEA shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the LEA will provide the parents on request (and in a timely manner), information regarding any State or LEA policy regarding student participation in any assessments mandated by section 1111 (b) (2) of ESSA and by the State or LEA.
23. In addition, the LEA shall make widely available through public means (including by posting in a clear and easily accessible manner on the LEA's website and, where practicable, on the website of each school served by the LEA) for each grade served by the LEA information on each assessment required by the State to comply with section 1111 of the ESSA, other assessments required by the State, and where such information is available and feasible to report assessments required districtwide by the LEA, including:
- (a) the subject matter assessed;
  - (b) the purpose for which the assessment is designed and used;
  - (c) the source of the requirement for the assessment; and
  - (d) where such information is available -
    - (i). amount of time students will spend taking the assessment, and the schedule of the assessment; and
    - (ii). time and format for disseminating results.

### **English Language Instruction Assurances**

Each LEA using funds under Title I or Title III to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of:

- (a) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
- (b) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- (c) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- (d) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- (e) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- (f) the specific exit requirements for the program including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- (g) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
- (h) information pertaining to parental rights that includes written guidance -
  - (i). detailing the right that parents have to have their child immediately removed from such program upon their request;
  - (ii). detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
  - (iii). assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

**Gun-Free Schools Assurances**

24. The LEA:

- (a) in a manner consistent with the Individuals with Disabilities Education Act (IDEA) shall expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school;
- (b) has a policy that requires the referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school; and
- (c) shall submit to the SEA on an annual basis a description of the circumstances surrounding any expulsions imposed under the State law including -
  - (i). the name of the school concerned;
  - (ii). the number of students expelled from such school; and
  - (iii). the type of firearms concerned.

**Unsafe Schools Assurances**

25. The LEA, in accordance with the New Mexican Administrative Code 6.19.3:

- (a) will send the department the persistently dangerous school corrective action plan (s) for approval within twenty (20) school days from the date that the district has been notified by the department that the school has been designated as persistently dangerous;
- (b) will ensure that the corrective action plan shall be developed and implemented within twenty (20) school days from the time that the district has been notified by the department that the school has been designated as persistently dangerous;
- (c) shall identify appropriate state and local funds to be used to help implement corrective action plans;
- (d) will ensure that parents and guardians of each student attending the school shall be notified within ten (10) school days from the time that the district has been notified by the department that the school has been designated as persistently dangerous and that students are offered the opportunity to transfer to a safe public school, including a safe public charter school, within the district;
- (e) Within ten (10) school days from the date a student has become the victim of a violent criminal offense while in or on the grounds of a public school that the student attends, offer a student the opportunity to transfer to a safe public school, including a safe public charter school, within the school district that is making adequate yearly progress (AYP) and that has not been identified as being in school improvement, corrective action, or restructuring. A student who seeks to transfer to a charter school within the district may do so, subject to the Charter Schools Act, the department's rules, and/or federal guidelines and restrictions.

**Transportation Costs of Children in Foster Care Assurances**

26. The LEA will collaborate with the Children, Youth, and Families Department (CYFD) to:

- (a) designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA; and
- (b) develop and implement clear written procedures governing how transportation will maintain children in foster care in their school of origin, when in their best interest, will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall:
  - (i). ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner; and
  - (ii). ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:
    - (1). the local child welfare agency agrees to reimburse the LEA for the cost of such transportation;
    - (II). the LEA agrees to pay for the cost of such transportation; or
    - (III). the LEA and the local child welfare agency agree to share the cost of such transportation.

**Whistleblower Assurances**

27. Any LEA employee who has authority to take, direct others to take, recommend, or approve any personnel action, will not, with respect to such authority, take or fail to take, or threaten to take or fail to take, a personnel action with respect to any employee or applicant for employment because of:
- (a) any disclosure of information by an employee or applicant which the employee or applicant reasonably believes evidences:
    - (i). any violation of any law, rule, or regulation; or
    - (ii). gross mismanagement, a gross waste of funds, an abuse of authority, or a substantial and specific danger to public health or safety, if such disclosure is not specifically prohibited by law and if such information is not specifically required by Executive order to be kept secret in the interest of national defense or the conduct of foreign affairs; or
  - (b) any disclosure to the Special Counsel, or to the Inspector General of an agency or another employee designated by the head of the agency to receive such disclosures, of information which the employee or applicant reasonably believes evidences:
    - (i). any violation (other than a violation of this section) of any law, rule, or regulation; or
    - (ii). gross mismanagement, a gross waste of funds, an abuse of authority, or a substantial and specific danger to public health or safety.

**Note:** Any LEA receiving federal awards shall post notice of the rights and remedies provided under this assurance.

**School Prayer Assurance**

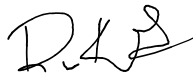
28. As a condition of receiving Federal funds, the LEA certifies to the SEA in accordance with Section 8524 of ESEA that it has no policy which prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools as set forth in the U.S. Department of Education's Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools (as updated biannually).

**Prohibition on Aiding and Abetting Sexual Abuse Assurance**

29. As a condition of receiving Federal Funds, the LEA certifies to the SEA in accordance with Section 8546 of ESEA that it has a policy in effect that prohibits any individual who is a school employee, contractor, or agent from assisting a school employee, contractor, or agent in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or agency know, or has probable cause to believe, that such a school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law.

**The LEA, through its duly authorized representative named below, agrees to these assurances, and certifies that the information contained in these assurances is complete and correct to the best of the signatory's knowledge and belief, and such information may be relied upon by New Mexico Public Education Department and the U.S. Department of Education.**

Signature of Superintendent  
or Charter School Director:



Date: 5/7/2021

Printed name of Superintendent  
or Charter School Director:

Dr. Karen Sanchez-Griego

## 2021-22 Supplanting under Title I ESEA

### Documentation of Compliance

The US Department of Education has established a deadline for LEA compliance with the Title I supplanting provision of the beginning of the 2021-22 school year. In order to demonstrate compliance, LEAs must review the information below and complete the compliance questions.

NMPED does not require that the LEA implement a specific methodology to allocate State and local funds to its schools, as long as the methodology selected and implemented is neutral in regard to the Title I status of the schools and is implemented consistently among all schools in the LEA.

NMPED has recognized the following methodologies that LEAs may select from during the demonstration process:

- a. Distribution of State and local (non-Federal) resources based on the characteristics of the students;
- b. Distribution of State and local (non-Federal) resources based on staffing and supplies;
- c. Distribution of State and local (non-Federal) resources based on a combined approach, or,
- d. Other, as adopted by the LEA.

To assist LEAs in determining which description best fits the LEA's methodology for allocating State and local (non-Federal) funds to schools, NMPED has provided the following examples.

*LEAs are required to select one of the examples provided below and to provide a written description of the LEAs methodology for allocating State and local funding to its schools.*

#### **Example 1: Distribution of State and Local (non-Federal) Resources Based on the Characteristics of the Students**

This form of equitable distribution is generally referred to as a "weighted per pupil" funding formula.

Assume:

- ✓ Allocation/student (\$7,000)
- ✓ Additional allocation/student from a low-income family (\$250)
- ✓ Additional allocation/English learner (\$500)
- ✓ Additional allocation/student with a disability (\$1,500)
- ✓ Additional allocation/preschool student (\$8,500)

In a school of 450 students, including 200 students from low-income families, 100 English learners, 50 students with disabilities, and 20 preschool students, the school would be expected to receive \$3,495,000 in non-Federal resources based on the following calculation:

Category	Calculation	Amount
Allocation/student	450 x \$7,000	\$3,150,000
Additional allocation/student from a low-income family	200 x \$250	\$50,000
Additional allocation/English learner	100 x \$500	\$50,000
Additional allocation/student with a disability	50 x \$1,500	\$75,000
Additional allocation/preschool student	20 x \$8,500	\$170,000
		<b>\$3,495,000</b>

In this example, the LEA must distribute non-Federal resources according to the assumptions above to all of its schools, regardless of whether a school receives Title I, Part A funds. However, actual expenditures within each school after the distribution of resources may vary.

### Example 2: Distribution of State and Local (non-Federal) Resources Based on Staffing and Supplies

Assume:

- ✓ 1 teacher per 22 students (\$65,000/teacher)
- ✓ 1 principal/school (\$120,000)
- ✓ 1 librarian/school (\$65,000)
- ✓ 2 guidance counselors/school (\$65,000/guidance counselor)
- ✓ \$825/student for instructional materials and supplies (including technology)

In a school of 450 students, the school would be expected to receive \$2,051,250 in non-Federal resources based on the following calculation:

Category	Calculation	Amount
1 principal	1 x \$120,000	\$120,000
1 librarian	1 x \$65,000	\$65,000
2 guidance counselors	2 x \$65,000	\$130,000
21 teachers	21 x \$65,000	\$1,365,000
Instructional materials and supplies	450 x \$825	\$371,250
		<b>\$2,051,250</b>

In this example, the LEA must distribute non-Federal resources according to the assumptions above to all of its schools, regardless of whether a school receives Title I, Part A funds. However, actual expenditures within each school after the distribution of resources may vary.

### Example 3: Distribution of State and Local (non-Federal) Resources Based on a Combined Approach

This form of equitable distribution includes characteristics of the two previous examples, distribution of State and local (non-Federal) resources based on the characteristics of the students and the staffing and supplies needs of the schools.

Assume:

- ✓ 1 principal/school (\$120,000)
- ✓ 1 librarian/school (\$65,000)
- ✓ 2 guidance counselors/school (\$65,000/guidance counselor)
- ✓ Allocation/student (\$7,000)
- ✓ Additional allocation/student from a low-income family (\$250)
- ✓ Additional allocation/English learner (\$500)
- ✓ Additional allocation/student with a disability (\$1,500)

In a school of 450 students, including 200 students from low-income families, 100 English learners, and 50 students with disabilities, the school would be expected to receive \$3,640,000 in non-Federal resources based on the following calculation:

Category	Calculation	Amount
1 principal	1 x \$120,000	\$120,000
1 librarian	1 x \$65,000	\$65,000
2 guidance counselors	2 x \$65,000	\$130,000
Allocation/student	450 x \$7,000	\$3,150,000
Additional allocation/student from a low-income family	200 x \$250	\$50,000
Additional allocation/English learner	100 x \$500	\$50,000
Additional allocation/student with a disability	50 x \$1,500	\$75,000
		<b>\$3,640,000</b>

In this example, the LEA must distribute non-Federal resources according to the assumptions above to all of its schools, regardless of whether a school receives Title I, Part A funds. However, actual expenditures within each school after the distribution of resources may vary.

### Example 4: Other, as Adopted by the LEA

This form of equitable distribution does not necessarily fit within the parameters provided in the other three examples; however, the LEA assures that this methodology is neutral in regard to the Title I, Part A status of each school. The LEA has adopted this methodology and will provide a description.

### Compliance Process

NMPED is responsible for verifying that each LEA is in compliance with the Title I supplanting requirements under ESSA. To ensure all LEAs meet these requirements, each LEA will be required to submit the following:

- (a) An assurance stating the LEA is in compliance with the provisions of section 1118(b) of the ESSA;
- (b) An indication of the type of methodology the LEA has adopted and is implementing in regard to the allocation of State and local (non-Federal) funds to all schools; and,
- (c) A narrative description of the methodology.

**The LEA will not receive final approval of the 2021-22 Consolidated Application until NMPED has verified that the LEA is in compliance with the supplanting requirement.**

**Methodology Selection**

Please select the methodology used in your LEA from the examples provided above:

Example 1

Example 3

Example 2

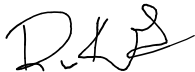
Example 4

Please describe the methodology used by the LEA to distribute state and local funding to all schools in the district. The description must demonstrate how the methodology is neutral with regard to the Title I status of a school.

As per the Title I handbook instructions (quoted below), the Cuba Independent School District is not required to have a methodology to comply with ESEA section 1118(b)(2) because all schools in the District are Title I Schools.

"An LEA need not have a methodology to comply with ESEA section 1118(b)(2) if it has

- a. One school;
- b. Only Title I schools; or
- c. A grade span that contains only: a single school, non-Title I schools, or Title I schools (i.e., no methodology is required for this grade span)."



\_\_\_\_\_  
Signature of Superintendent

5/7/2021

\_\_\_\_\_  
Date



\_\_\_\_\_  
Signature of Business Manager

5/8/2021

\_\_\_\_\_  
Date





## CUBA INDEPENDENT SCHOOL DISTRICT

BOARD OF EDUCATION  
DIANNA MAESTAS, President  
TAYLOR PINTO, Vice-President  
VIVIAN KEETSU, Secretary  
ELIZABETH MARTIN, Member  
JAMES D. CASAUS, Member



ADMINISTRATION  
DR. KAREN SANCHEZ-GRIEGO Ed.D, Superintendent  
RHIANNON CHAVEZ, Finance Director  
DR. MATT WILLIAMS, Ph. D., Lead H.S. Turnaround Director  
ARSENIO JACQUEZ, Middle School Principal  
AMY ROMERO, Elementary School Principal

Cuba Independent School District  
PO Box 70  
Cuba, NM 87013

April 7, 2021

Principal Nathan Gayman  
Torreon Christian School  
HCR 79, Box 8  
Cuba, NM 87013-9701

Dear Principal Gayman,

We seek your acceptance or decline of Title I, Title II, Title III, Title IV and IDEA-B funds for the 2021-2022 School Year. Please select your acceptance or decline of these funds below:

Torreon Christian School **will accept** funding for Title I, Title II, Title III, Title IV and IDEA-B (*if accepting, please attach list of student names, demographic data, and grade levels*).

Torreon Christian School **will decline** funding for Title I, Title II, Title III, Title IV and IDEA-B.

Please print, sign and date this letter; then, click on the "Finished" button when ready to return letter to me.

Nathan Gayman

Name (print)




Name (signature)

4/7/2021

Date

Thank you.

Sincerely,

  
Donna Navarrete, Ph.D.

Exe. Director, Data & Accountability/  
Federal Programs.

Cuba Independent Schools  
575-289-3211, Ext. 108

**PO Box 70, #50 County Rd 13, Cuba, NM 87013, Phone: 575-289-3211, Fax: 575 289-3314**

Cuba Independent School District does not discriminate on the basis of race, religion, color, national origin or ancestry, sex, gender identity, sexual orientation, age, marital or veteran status or disability in any educational programs, activities or employment. Cuba Independent School District also prohibits the use of racial, ethnic, and/or sexual slurs, including sexual harassment. If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in a school meeting or hearing, or if you wish to receive assistance or information regarding student grievances, language translations of District policy, Section 504 or Title IX, please contact the Superintendent's Office at least one week prior to the meeting or as soon as possible. The district Title IX Officer, Dr. Griego may be contacted at the address or phone number listed above. For concerns at the school level, contact Ms. Romero, Elementary – Ext. 403, Mr. Jacquez, Middle School – Ext. 302, or Dr. Williams/H.S. Management Team, High School – Ext. 202.