



## ✚ 2025 Public Hearing Report on ✚ The Gallup McKinley County School District

*“Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development ... “*

United Nations Declaration on the Rights of Indigenous Peoples,  
GA Res 61/295, UN Doc A/RES/295 (Sept 13, 2007), 46 IL M 1013 (2007)







## OFFICE OF NAVAJO NATION HUMAN RIGHTS COMMISSION

P.O. BOX 129 | ST. MICHAELS, NAVAJO NATION (AZ) 86511  
PHONE: 928-871-7436 | FAX: 928-871-7437

February 17, 2026

Hon. Dr. Buu Nygren, President  
Hon. Richelle Montoya, Vice President  
Office of the Navajo Nation President and Vice President  
The Navajo Nation, Window Rock, AZ

Hon. Crystalyn Curley, Speaker of the Navajo Nation Council  
Hon. Members of the 25<sup>th</sup> Navajo Nation Council

Hon. Eleanore Shirley, Chief Justice  
Navajo Nation Supreme Court  
The Navajo Nation

Dear Navajo Nation Leaders,

On behalf of the Navajo Nation Human Rights Commission, it is my pleasure to submit to you the attached report, entitled “2025 Public Hearing Report on the Gallup McKinley County School District.” This report offers important information regarding the Commission’s decision to conduct public hearings about the school district and provides a summary of key testimonies made by numerous Navajo citizens.

Concerns raised in these testimonies include, but are not limited to, allegations of racism, lack of interest in Navajo culture, funding inequities, and insufficient communication. The Commission found the statements made by parents, grandparents, current and former GMCSD employees, tribal leaders, and others to be deeply emotional- compelling us to take meaningful action.

We sincerely hope the Navajo Nation will consider the Commission’s recommendations with the seriousness they deserve. We stand ready to collaborate with your office and, under your leadership, work toward real and lasting solutions for the benefit of our Navajo students.

Please feel free to contact me or the Office of the Navajo Nation Human Rights Commission should you have any questions.

Sincerely,  
  
Dr. Wendy S. Greyeyes, Ph.D., Chairperson  
Navajo Nation Human Rights Commission



**RESOLUTION OF THE  
NAVAJO NATION HUMAN RIGHTS COMMISSION**

**Approving the 2025 Public Hearing Report on the Gallup McKinley County School District**

**WHEREAS:**

1. Pursuant to 2 N.N.C §§ 920, 921, the Navajo Nation Human Rights Commission (herein referred to as “Commission”) is established within the Legislative Branch as an entity of the Navajo Nation government and is organized to operate as a clearinghouse entity to administratively address discriminatory actions against citizens of the Navajo Nation, and to interface with the local, state, federal governments and with national and international human rights organizations in accordance with the Commission’s Plan of Operation and applicable laws and regulations of the Navajo Nation; and
2. Furthermore, the Commission is vested with the authority to conduct public hearings, 2 N.N.C. §922(D). In the Fall of 2025, the Commission organized and conducted a series of four public hearings regarding the Gallup McKinley County School District. The purpose of the hearings was to provide a platform for parents, students, and the Navajo Nation communities to share their experiences and concerns on reports related to GMCS D’s disciplinary practices. Specifically, that the GMCS D was reported to disproportionately discipline Navajo students in comparison to other students and school districts in the state of New Mexico; and
3. During the public hearings, the Commission heard a wide range of concerns including but not limited to student discipline, unfair employment practices, and the need for change. The Commission also provided the opportunity for individuals to submit written statements; and
4. The Commission finds it appropriate to issue a report on the public hearings it conducted on the Gallup McKinley County School District. The report is attached hereto as Exhibit “A”.

**NOW THEREFORE BE IT RESOLVED THAT:**

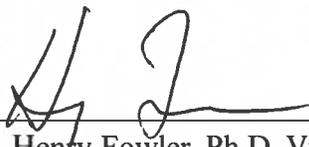
1. The Navajo Nation Human Rights Commission approves the 2025 public hearing report on the Gallup McKinley County School District, attached hereto as Exhibit “A”.
2. The Navajo Nation Human Rights Commission further hereby authorize the dissemination of Exhibit “A”, the 2025 Public Hearing Report to members of the Navajo Nation Council,



the Navajo Nation President and Vice-President, the Gallup McKinley County School District, representatives of the State of New Mexico and that the report is on the Commission's internet website for public review.

**CERTIFICATION**

I hereby certify that the foregoing resolution was duly considered by the Navajo Nation Human Rights Commission at a duly called meeting at St. Michaels, Navajo Nation, Arizona, at which a quorum was present and was considered by a vote of 2 in favor, 0 opposed, and 0 abstained, on this 12<sup>th</sup> day of February 2026.



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Dr. Henry Fowler, Ph.D. Vice Chairperson  
Navajo Nation Human Rights Commission



**2025 Public Hearing Report on  
The Gallup McKinley County School District**

**Submitted by the  
Office of the Navajo Nation Human Rights Commission**

**February 17, 2026**



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Navajo Nation Human Rights Commission Public Hearing on GMCS D PRESENTERS



## **Introduction**

The Navajo Nation Human Rights Commission (NNHRC) serves as a cornerstone for the protection and advocacy of human rights for Navajo citizens. Established in 2006 by the Navajo Nation Council, the Commission was created in direct response to serious incidents of race discrimination experienced by Navajo individuals off the Navajo Nation, including fatal police shooting that occurred in Farmington, NM. In 2008, the Navajo Nation Council further solidified the NNHRC's mission by adopting its plan of operation. This move enabled the Commission to open its office and employ staff dedicated to supporting its work. The Commission's authority stems directly from the Navajo Nation Council, which empowers it to investigate, assess, and advocate on issues of human rights affecting Navajo citizens both within and beyond the borders of the Navajo Nation. The Commission's powers include conducting investigations, holding hearings, making policy recommendations, and collaborating with external agencies to address systemic discrimination and ensure the protection of Navajo rights.

As part of its evolving responsibilities, the Navajo Nation Council directed the NNHRC in 2018 to assess the treatment of Navajo and other Native students in schools both on and off the Navajo Nation. This directive expanded the Commission's oversight to include the educational experiences of Native youth, reflecting ongoing concerns about equitable treatment, cultural respect, and the protection of civil rights in educational settings. The Commission's work in this area provides crucial background for this 2025 Report on the Gallup McKinley County School District.

## **Background of Discrimination Allegations at GMCS D**

In December 2022, a comparative study of all school districts in the state of New Mexico found that Native American students were expelled at a higher rate than other children at Gallup McKinley County School District (GMCS D). They found in the 2016-17 to 2019-2020 school years, Gallup-McKinely report at least 211 expulsions over the four years with an annual rate of 4.6 per 1,000 students. That is 10 times as high as the rest of the state. Students also faced 735 disciplinary incidents involving law enforcements which amount to four times the rate as the rest of the state. The disparities analyzed by ProPublica and New Mexico In-Depth persisted from elementary through high schools. Using data provided to the New Mexico Public Education Department (NMPED) and United States Department of Education (ED), the study examined data reported to the NMPED. The study also included interviews with 80 individuals from teachers, students, community members, researchers, and many others to help inform the final findings from the report.<sup>[1]</sup>

In response, in September 2023, the New Mexico’s Attorney General (AG) announced their investigation to review the GMCS D’s disciplinary policies and the role of the school’s administration response to these issues.<sup>[2]</sup> The Navajo Nation Human Rights Commission has inquired with the AG’s office to share the information provided to the commission. We submitted a letter inquiring about the status of the investigation at currently, we are still awaiting the final outcome of the investigation.

In 2024, the GMCS D hired a consulting firm, *Unbridled Advisory*, to conduct an internal audit to address the claims made by ProPublica and New Mexico In-Depth. The overall findings challenged the study conducted by ProPublica and New Mexico In-Depth. The report is available from the Superintendent of Schools. The auditors made these main points without getting into a data conflict between the two parties, here are main points raised:

- According to the auditor, they point out in the methodology, they received the data from GMCS D administration that had been cleaned for disciplinary coding errors. The school district identified the coding errors before UA’s engagement, and the data supplied to UA was deemed void of disciplinary response code errors. (pg. 2)<sup>[3]</sup>
- Another statement by the auditor stated that a disparate act, is defined as the unintentional discrimination of a protected group from its neutral policies, procedures, and practices. (pg. 1)

Then in December 2025, ProPublica and NM In-depth responded to the GMCS D internal audit with a request to examine the data provided to the auditor.<sup>[4]</sup> They requested additional information to fully assess the auditor’s review.

- They asked the state to provide unredacted and complete discipline data – based on the outcomes from the report so ProPublica could verify.
- They pointed out that GMCS D had modified changes in their disciplinary data. At the time of the newsrooms analyses, the district defined expulsions as removals of 90 days or longer. Expulsion is now defined as permanent removals.

As Navajo Nation Human Rights Commission, we support the continued need to share data and to hold the New Mexico Public Education Department accountable to managing data that examines disproportionate disciplinary action against Native Americans.

## **Gallup McKinley County School District**

Gallup, New Mexico is a border town adjacent to the Navajo Nation and the Zuni tribal lands. GMCS D’s central office is in Gallup, NM.

GMCS D is recognized as the largest school district by geographic area within the state of New Mexico.<sup>[5]</sup> Of the district’s 32 schools, half are physically located on the Navajo Nation.

The district is officially classified as a Historically Defined Indian Impacted School District (HDISD). [6]

The GMCSO and the New Mexico Public Education Department have different data on the total GMCSO student enrollment for 2024-2025 school year. The NM PED report card for GMCSO shows the total student enrollment at 13,147. [7] However, according to GMCSO's report, in the 2024-2025 school year, GMCSO enrolled a total of 12,227 students. [8] Of these, 7,132 students-approximately 70%-are Native American. This makes GMCSO the district with the highest concentration and largest number of Native American students in the United States. Of the Native American students at GMCSO, 6,888 were identified as members of the Navajo Nation.

The Commission notes the importance of GMCSO's influence on early education for Navajo students. With more elementary schools than middle or high schools, the district plays a crucial role in shaping the foundational academic experiences of young learners, particularly those from the Navajo Nation.

## **Fall 2025 Public Hearings**

In order to address concerns and allegations of discrimination at the GMCSO, the public hearing format was selected in order to provide a platform for community members to share their experiences and concerns. The Commission held a series of four public hearings related to Navajo students attending the Gallup McKinley County School District. The hearings were strategically scheduled at chapter houses located centrally within communities where students reside, aiming to facilitate community engagement and participation.

### Hearings Schedule and Locations

- September 16, 2025: Bahalii (Breadsprings), NM Chapter House
- September 17, 2025: Tohatchi, NM Chapter House
- September 24, 2025: Pueblo Pintado, NM Chapter House
- October 21, 2025: Red Lake Chapter House, Navajo, NM

All hearings, except the one at Pueblo Pintado were held in the early evenings. This timing was selected to maximize attendance opportunities for working parents, students, and other community members. Although no students attended, their perspectives were represented through the testimonies of their parents or guardians. In total, 39 Navajo citizens participated as speakers, including parents, grandparents, tribal leaders, and both current and former GMCSO employees. In addition, the GMCSO Superintendent, a member of the GMCSO board, and representatives from the New Mexico Attorney General's Office were in attendance. Additionally, three written testimonies were submitted by the October 31, 2025

deadline; these writers requested anonymity out of concern for potential retaliation from the school district.

Based on the combined oral and written testimonies, the Commission identified recurring themes and categorized distinct issues presented during the hearings. In this report, the issues are organized by frequency, from the most commonly raised to the least. Please also refer to the attached graph for visual presentation of the issues discussed. To safeguard privacy, the names of all speakers have been withheld.

## **Cultural Recognition and Awareness**

The overwhelming issue cited by the majority of speakers was the lack of Navajo culture recognition or awareness and insufficient cultural training among GMCS D administrators and staff. Of the 39 individuals who spoke, 32 highlighted that, based on their experiences as parents, employees, or community members, the district has not made a strong or consistent effort to recognize and/or provide Navajo culture training for its employees. This concern extends to new teachers who may be unfamiliar with the local communities and Navajo tradition.

Testimonies indicated that this lack of cultural competency training reflected a perceived disinterest on the part of the district in promoting cultural awareness. Speakers argued that this deficiency has direct negative effects on student academic outcomes, as teachers who are not educated about or sensitive to Navajo culture may be ill-equipped to address cultural differences or to manage student discipline issues effectively.

## **Racism**

A significant number of speakers voiced strong concerns over perceived racism in the GMCS D. Community members reported feeling that the school district acted in discriminatory ways towards them. Specific incidents were described, illustrating how these perceived actions impacted both students and staff. One notable testimony came from a current GMCS D employee who became emotional when recounting her experience of being passed over for a promotion. Despite more than twenty years of teaching experience, she believed that a less-qualified, non-Native American employee was hired instead.

Multiple speakers described disparities in academic resources and opportunities for Navajo students. Schools located on the Navajo Nation were reported to receive less attention regarding maintenance, investment in facilities, and educational programs compared to

schools off the Navajo Nation. Community members consistently expressed feelings of being excluded and segregated from the district administration. The physical and perceived distance contributed to their sense of marginalization. The small number of Navajo administrators and teachers within the GMCS D was cited as further evidence of institutional racism. This lack of representation was seen as both a symptom and a cause of the broader issues discussed.

## **Hiring Practice, Promotion and Retaliation Concerns**

The NNHRC received testimonies from a range of former and current district employees. The focus of these testimonies centered on several key issues related to the district's employment practices. The speakers voiced apprehension regarding the fairness and transparency of GMCS D's hiring and in-house promotion processes. Multiple speakers alleged that these practices were questionable and did not ensure equitable treatment of all applicants and staff members.

Several current and former GMCS D employees shared emotional testimonies detailing instances of retaliation after expressing concerns about unfair hiring, promotion, or the treatment of colleagues. One current employee described being removed from teacher housing and denied a promotion, despite being qualified, after advocating for students facing poor conditions such as lack of water and deteriorating equipment, and challenging policies perceived to prioritize quotas over academic support. Another testimony came from a former employee who had served the district for over 20 years. She recounted being terminated after questioning a school policy that did not accommodate her circumstances following the recent loss of her daughter. She emotionally conveyed her deep sense of loss and longing for her work with students.

A speaker highlighted that the Equal Employment Opportunity Commission (EEOC) is currently pursuing legal action against the GMCS D for alleged unfair treatment of Native employees. The Commission acknowledged awareness of this legal action and expressed its own concern regarding these serious allegations.

## **Language barriers between Students and Teachers**

A high number of testimonies highlighted that Navajo students face significant challenges in understanding teachers who are hired on teaching visas, due to differences in English language usage, accents, or teaching styles. Speakers continuously expressed that this communication barrier impedes the student's ability to grasp lessons and participate fully in classroom activities. Statements were made that because of the language difficulties, students have experienced lower grades, increased frustration, and in some cases,

disciplinary issues. There is concern that these challenges may contribute to higher dropout rates among Navajo students.

The community acknowledge the ongoing teacher shortage that affects the district. However, many feel that the overreliance on teachers with teaching visas is unfair, especially when there are qualified Navajo educators who could be recruited and hired to fill these positions.

## **Funding**

Of the 39 speakers, 17 specifically voiced their concerns over insufficient funding for their local GMCSD schools. They described a persistent lack of resources necessary to improve their children's educational outcomes. Many speakers compared their local GMCSD schools on the Navajo Nation to other district schools located in Gallup. They highlighted that off-Navajo Nation schools often benefit from modern facilities, better technology access, well-equipped gyms, and sufficient classroom materials. In contrast, schools on the Navajo Nation are seen as outdated and under-resourced.

Speakers expressed a common perception that their local schools received only the remainder of the annual district and state funding. These testimonies highlighted feelings of neglect and inequity among community members regarding how educational resources are allocated.

## **Life Safety Concerns**

At the public hearing in Pueblo Pintado, community members described persistent problems with insufficient heating at the Pueblo Pintado High School, particularly during past winter months. Speakers reported classroom temperatures that fell well below safe and comfortable levels, resulting in health risks, difficulty focusing, and disruptions to learning. Parents expressed concerns over the GMCSD's delayed response and lack of communication regarding the repairs and contingency plans.

At the Tohatchi public hearing, a speaker highlighted concerns about the district's handling of a staff suicide that occurred in the past. The testimony described a lack of immediate mental health support, inadequate communication about the incident, and an absence of counseling resources for the affected community.

During the public hearing at Bahalii chapter house, a particularly troubling testimony involved a disabled student, temporarily in a cast, was allegedly subjected to inappropriate comments from a non-Native school administrator. The mother stated that the

administrator's remarks would not be targeted at a non-Native student and that the administrator failed to recognize her child's needs and rights.

In immediate response to these testimonies determined to be student life safety issues, the Commission requested to meet with the GMCSO Superintendent immediately to address those concerns. On November 5, 2025, the meeting took place between the Superintendent and the Office of the Navajo Nation Human Rights Office at which time the GMCSO outlined several actions and commitments in response to the concerns raised:

- GMCSO provided documents showing that it had invested significant funding to purchase a new heating system at the Pueblo Pintado High School and described the policies to address building maintenance issues for all schools.
- GMCSO provided information on the district crisis management policy for students and staff; and agreed to consider including culturally relevant policies in addressing suicide issues.
- GMCSO responded that statements made to a disabled student were inappropriate and that accommodations were continued for the student, who at the time of the meeting had healed and no longer in need of accommodations.

## **School Principals**

Community members shared their experiences and concerns regarding the leadership in local schools within the GMCSO. Thirteen speakers reported that non-Native principals did not maintain an open-door policy. Parents and guardians were often required to make appointments or receive no responses when seeking to discuss matters concerning their children. Parents and community members described the difficulty of meeting with the principals due to significant distances between their homes and the schools. The lack of accommodation further limited their ability to engage with school leadership. Speakers expressed that non-Native principals lacked understanding of Navajo culture and the unique circumstances of Navajo students' home lives. The cultural gap was seen as a barrier to effective communication and support.

## **Student Discipline**

Former GMCSO employees and parents voiced concerns that students were excessively and unfairly disciplined, leading to feelings of failure and diminished self-worth among students. The inability to effectively communicate or collaborate with school principals to resolve these disciplinary issues was highlighted as a persistent problem. Repeatedly, speakers emphasized the breakdown in communication between parents and school leadership, which hindered efforts to address and resolve disciplinary matters constructively.

A grandmother testified that after becoming the guardian of her three grandchildren- who lost their mother, a veteran- her youngest granddaughter was disciplined by the GMCS D without consideration of their challenging home situation and the impact of their mother's death. She felt that both she and her granddaughter were not properly heard throughout the disciplinary process, describing the actions as harsh and insensitive to their circumstances.

Although the public hearing had little testimony from the students, it was made clear that students feared retaliation from teachers and leaders that were present at the meeting. These concerns were voiced by parents advocating on behalf of their children. This is an important point that goes to the need to have other access to disciplinary data that is available in real time and to hold the New Mexico Public Education accountable in monitoring disproportionate disciplinary action against Native American students in New Mexico.

### **School Transportation**

School transportation emerged as another pressing concern. Speakers noted a trend where more students were being transported to Gallup schools rather than being encouraged to attend local schools. This shift is attributed to inadequate resources and support for local GMCS D schools, making city schools within GMCS D more attractive options for students and their families.

Community members expressed that the GMCS D's approach of "luring" students away from GMCS D on-Navajo Nation schools may be motivated by the funding structure, which is based on the number of students enrolled. By increasing the enrollment in off-reservation schools, the district can secure more funding, which is viewed as unfair by the local communities. The overall sentiment is one of inequity. Navajo community members feel that prioritizing off-Navajo Nation GMCS D schools for funding and resources, which encourages students to leave local schools, undermines their community and educational decision-making rights.

### **Mid-College Program**

Individuals who provided testimony at the hearings emphasized that the GMCS D's implementation of the Mid-College program contributed to ongoing educational inequities. Testimonies indicated that Navajo students, especially those attending GMCS D schools located on the Navajo Nation, are not adequately considered or supported when it comes to enrolling in the Mid-College program. There were claims that the advanced program appears to be primarily offered to non-Native students. Community members voiced concerns about a disparity in access, suggesting that Navajo students are missing out on the advanced educational opportunities that could better prepare them for college and future success.

## **Individualized Education Plans & Programs for Students**

Several community members voiced concerns about the district's lack of attention and support for students in need of Individualized Education Programs (IEPs).

Eight speakers specifically addressed the issue of inadequate support for students requiring IEPs. They emphasized that the district was not providing sufficient resources or attention to these students, which directly impacted their educational experience and outcomes.

One testimony came from an uncle of a student, who expressed deep frustration and disappointment. He shared that both his sister and nephew were unaware that the nephew was entitled to an IEP—a plan that would address his unique educational needs. He highlighted that it was the district's responsibility to inform families about such entitlements and to ensure proper support and resources are provided. Speakers consistently echoed the need for more qualified special education teachers and resources in GMCS D schools, especially those located on the Navajo Nation.

## **Conclusion**

While the primary purpose of the public hearings was to hear testimonies regarding reports that Navajo students are being disproportionately disciplined by the GMCS D compared to other students and school districts across the state of New Mexico, the hearings served as a critical forum for discussing the everyday realities faced by Navajo students, families, and staff with the Gallup McKinley County School District. The testimonies presented were marked by high emotion, with speakers recounting deeply personal stories and expressing distress over both individual and collective experiences. Community members voiced a collective desire for positive change and greater support for Navajo students.

The public hearings underscored longstanding concerns about disparities in educational resources and support for Navajo students, school funding and facility conditions, employment practices, community isolation and communication gap between the local district schools and the administration office located off the Navajo Nation.

The testimonies collectively call for GMCS D to prioritize and implement comprehensive Navajo cultural awareness training for all staff, with the goal of fostering a more inclusive and supportive educational environment that respects and uplifts Navajo students and their conditions.

The testimonies serve as a powerful reminder of the need for systemic changes to ensure fairness, inclusion, and opportunity for all Navajo and Native students and staff within the district.

## Recommendations

The Commission provides the following critical recommendations aimed at addressing concerns raised by Navajo Nation community members and ensuring equitable educational opportunities for Navajo students.

1. Completion of the New Mexico Attorney General’s Investigation. The NNHRC strongly recommends that the State Attorney General completes the investigation of the GMCSD, which was initiated in 2023. This investigation should include an independent study of GMCSD student data to ensure a thorough and unbiased assessment of educational practices and outcomes.
2. Financial Audit – The Commission recommends that the State of New Mexico and its legislative body initiate a comprehensive financial audit of the GMCSD, covering the last four years. This audit should specifically examine funding disparities between the GMCSD schools located on the Navajo Nation and school districts throughout the state of New Mexico. This measure aims to promote transparency and address potential inequities in resource allocation.
3. Development of an Alternative Restorative Justice Action. The NNHRC recommends that the GMCSD enter into a Memorandum of Understanding with the Navajo Nation. The purpose of the MOU would be to collaboratively develop an alternative restorative justice action plan for students. The initiative should leverage resources from the *Martinez/Yazzie vs. State of New Mexico* lawsuit to create culturally appropriate and effective interventions that address student behavior while promoting positive outcomes.
4. As Navajo Nation Human Rights Commission, we support the continued need to share data and to hold the New Mexico Public Education Department (NMPED) accountable to managing data that examines disproportionate disciplinary action against Native Americans and ensures the protection of Native students defined under the New Mexican Indian Education Act.

The recommendations of the Navajo Nation Human Rights Commission are rooted in the testimonies and concerns expressed during the four public hearings. Their implementation is intended to ensure accountability, equity, and culturally responsive practices within the Gallup McKinley County School District, ultimately benefiting Navajo and Native students and their communities.

## Sources:

<sup>[1]</sup> Furlow, Bryant, New Mexico In Depth, with additional reporting by Asia Fields, Maya Miller and Joel Jacobs, ProPublica. “Native students are expelled in New Mexico far more than any other group. This school district is ground zero for the disparity”. December 21, 2022. Accessed December 31, 2025. Link: <https://nmindepth.com/2022/gallup-mckinley-schools-native-student-discipline/>

<sup>[2]</sup> Furlow, Bryant. “New Mexico AG to Investigate Gallup McKinley School District for Harsh Discipline of Native American Students”. September 11, 2023. New Mexico In Depth. Accessed December 31, 2025. Link: <https://www.propublica.org/article/gallup-mckinley-school-investigation-native-student-discipline>

<sup>[3]</sup> Unbridled Advisory. “Gallup McKinley County Schools – Disparate Analysis”. Published 2024. Analysis provided to the Navajo Nation Human Rights Commission by Superintendent Mike Hyatt. August 18, 2025.

<sup>[4]</sup> Furlow, Bryant, New Mexico In Depth. “Unequal Discipline”. January 24, 2025. Accessed December 31, 2025. Link: <https://nmindepth.com/series/unequal-discipline/>

<sup>[5]</sup> About GMCS. Gallup McKinley County Schools. Accessed December 31, 2025. Link: <https://www.gmcs.org/page/about-gmcs>.

<sup>[6]</sup> Title 6, Chapter 35 Indian Education Act, 6.35.2.7 NMAC, 7/1/2020. Definition of “Historically defined Indian impacted school district”.

<sup>[7]</sup> NM Vistas, The 2024-2025 School District Report Card for Gallup McKinley County Schools, provided by the New Mexico Public Education Department. Accessed December 31, 2025. Link: [https://nmvistas.org/2025/Gallup-McKinley\\_County\\_Schools](https://nmvistas.org/2025/Gallup-McKinley_County_Schools)

<sup>[8]</sup> Gallup McKinley County Schools, Gallup McKinley County School Tribal Education Department Status Report. September 30, 2025. Accessed December 31, 2025. Link: <https://web.ped.nm.gov>.



# Navajo Nation Human Rights Commission Public Hearing on GMCSD PRESENTERS

Presenter	Time	Discipline Students	Transportation Issue	Language Barriers	Funding Issue	Hiring Practices	Termination	Life-Safety	Racism	Retaliation	Overlooked for Promotion	School principles	Mid-college	IEP	Staff cultural training
Speaker 1	0:27:52	X		X		X			X		X				X
Speaker 2	0:43:23					X			X		X				
Speaker 3	0:55:27					X			X		X				X
Speaker 4	1:12:04	X													
Speaker 5	1:22:00					X		X					X		
Speaker 6	1:35:24		X					X							
Speaker 7	0:36:00			X		X			X						X
Speaker 8	0:42:48	X		X		X			X						X
Speaker 9	0:50:22	X			X				X						X
Speaker 10	0:59:37		X						X						X
Speaker 11	1:06:43					X			X					X	
Speaker 12	1:14:40	X				X		X							X
Speaker 13	1:39:18					X									
Speaker 14	1:47:18														
Speaker 15	2:00:46														
Speaker 16	2:06:35		X			X					X				X
Speaker 17	2:10:38	X													X
Speaker 18	2:14:53			X											X
Speaker 19	2:21:15													X	X
Speaker 20	2:26:48		X												
Speaker 21	2:32:56			X											X
Speaker 22	2:38:50			X										X	X
Speaker 23	2:44:25	X			X				X						X
Speaker 24	2:50:07		X		X										X
Speaker 25	2:55:55		X							X					
Speaker 26	3:01:30	X					X								X
Speaker 27	3:07:00														X
Speaker 28	3:12:24														X
Speaker 29	3:17:53							X					X		X
Speaker 30	0:27:31		X		X			X							X
Speaker 31	0:33:21	X						X							X
Speaker 32	0:52:11														X
Speaker 33	1:07:00		X												X
Speaker 34	1:32:00	X			X				X					X	X
Speaker 35					X				X				X		X
Speaker 36			X		X				X				X		X
Speaker 37			X		X				X				X		X
Speaker 38		X			X				X				X		X
Speaker 39		X	XXXXXX	X	X				X						X
Writer 40									X						X
Writer 41									X						X
Writer 42					X		X		X				X		X